

**SUNY Alfred State College of Technology
Department of Architecture & Design**

**Architecture Program Report for 2014 NAAB Visit
for Initial Accreditation**

B.Arch. 156 Semester Credit Hours

Year of the Previous Visit: 2014

Current Term of Accreditation:

“At the April 2013 special session of the National Architectural Accrediting Board (NAAB), the board reviewed the *Application for Candidacy* for the Alfred State College, Department of Architecture and Design.

As a result, the proposed professional architecture degree program,

Bachelor of Architecture

has been accepted as eligible for candidacy. A visit for initial candidacy has been added to the Visit List for spring 2014.”

Submitted to: The National Architectural Accrediting Board

Date: April 29, 2016

A note about web-based links provided in this document.

In the interest of keeping this document as concise and manageable as possible, several hyperlinks to digitally available documents have been provided and all should be active and hot-linked.

Alfred State College has several components to its digital infrastructure:

1. The public web (alfredstate.edu web addresses). These pages are public and available to anyone with web access.
2. The intraweb (my.alfredstate.edu web addresses). These private pages are access-controlled and reside behind a secure, password-protected login site. Special access has been provided for NAAB accreditation team guests.
3. Banner Web is the Alfred State College online student information system and provides detailed information about student records, degree structure, and degree audit. This system is highly-secure and a separate username and password for this system can be provided upon request.
4. Blackboard provides a base for course materials management, but increasingly is used at Alfred State College for assessment, as a repository for campus committee work (especially STRATCOM), and for the submission of individual tenure/promotion dossier. Access to Blackboard is password protected. Special access has been provided for NAAB accreditation team guests. This information will be sent under separate cover.

To ensure access to the linked online resources, you may wish to record your username and password below for easy reference:

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Section 1. Program Description

Part One (I). Institutional Support and Commitment to Continuous Improvement

I.1. Identity & Self Assessment

I.1.1. History and Mission

Institutional History Alfred State College is set apart from other schools by its strong sense of community, hands-on education, affordability, and small class sizes. Known especially because of its personable, caring, and peaceful community that emphasizes real-world learning, Alfred State College attracts goal-oriented students from New York State, metropolitan New York City, neighboring states, and increasingly around the world. The college offers over 100 student clubs (including a newly formed chapter of AIAS),¹⁸ NCAA division III intercollegiate sports teams, robust and responsible Greek-life, Army ROTC, a student leadership center, internships, and provides practical learning surrounded by nearby cities, rural areas, lakes, ski slopes, and state forests. All of these resources provide students with worthwhile pastimes and personal growth—and all at a cost that is typically less than half that of many private four-year colleges. In addition, faculty at Alfred State College are committed, and the overwhelming majority are tenured or are on a tenure-track. Class sizes at Alfred State College are comparatively small and instructors are accessible. This quality, purposeful education gives students a jump-start in life. Alfred State College graduates “hit the ground running,” bringing their job-ready skills and innovative abilities to the twenty-first century workplace. These basic cornerstones of an Alfred State College education place our graduates in high demand by employers.

The college began as a state school of agriculture in 1908 and was incorporated into SUNY, the State University of New York, in 1948. Today, Alfred State College is SUNY’s premier college of technology, with about 3,700 students, 225 faculty, and 100 professional staff, and 80 programs, including over a dozen programs that can lead to green-collar careers. Alfred State College is comprised of two campuses - one in Alfred, NY, and the other 15 miles southwest in Wellsville, NY as well as a separate veterinary technology facility, a motorsports facility, and an 800-acre farm. The college is divided into three main divisions: on the Alfred campus are the School of Arts and Sciences, the School of Architecture, Management and Engineering Technology (home of the Department of Architecture and Design), Alfred State Lake Lodge, and the Center for Organic and Sustainable Agriculture. The Wellsville campus is home to The School of Applied Technology, along with the “green” zero-energy home built by Alfred State College students.

SUNY authorized Alfred State College to award the degree of associate in applied science in 1951, the associate in arts and the associate in science degrees in 1967, the associate in occupational studies in 1973, and bachelor degrees in 1991. Today, the college has 22 baccalaureate degrees, 50 associate degrees, and 6 certificate programs. Although most courses are taught on campus, two programs are offered completely online and online offerings are increasing strategically to better accommodate adult and other non-traditional learners.

As one of five units within the 64-unit SUNY system designated as “College of Technology,” Alfred State College is dedicated to technically oriented, professional degree programs. The B.Arch. is the latest program at Alfred State College that leads to licensure, following the BS in Architectural Technology and other Engineering Technologies, a BS in Nursing, and others in Forensic Science Technology and Veterinary Technology. More information about Alfred State College can be found at the college’s website: www.alfredstate.edu.

Strategic Plan In 2015, Alfred State College embarked upon a major overhaul of the strategic planning process used by the college. Following the Society for College and University Planning (SCUP) model, the process was co-chaired by Dr. Alex Bitterman, chair of the The Department of Architecture & Design and Greg Sammons, VP for Student Affairs. Presiding over a representative

committee of 12 faculty and staff and stakeholders from all campus constituencies, “STRATCOM” has forged a refreshed mission, vision, and values for Alfred State College:

Mission: Alfred State delivers outstanding associate and baccalaureate degree programs through hands-on learning, preparing in-demand and involved students in a caring community.

Vision: Alfred State will be THE premier regional college of technology creating opportunity for our students to achieve successful careers and purposeful lives.

Values: Civility, Practicality, Service, Integrity, Preparedness

In spring 2016, STRATCOM expanded to encompass six “Strategic Priority” sub-committees. These subcommittees—populated by 72 campus stakeholders—were charged with outlining the tactics, actions, and measurable objectives that will support the mission of Alfred State College. Strategic priorities can be found at <<https://www.dropbox.com/sh/ed5isn49jd10ni7/AADdJmVh7QeWfA0v5HJYbglva?dl=0>>. A full repository of STRATCOM documents, discussion, and process can be found on Blackboard under “Community.”

The strategic plan is the primary, overarching plan formerly the college and the SCUP process has been firmly situated in college governance and leadership over the past two academic years. As individual units (divisions, departments, programs, etc.) begin to formulate respective goals and objectives, these will be called upon to determine clear and direct linkages to the new strategic plan. Additional information about the strategic plan can be found at: <http://www.alfredstate.edu/strategic-plan>

Department History The foundations for the Bachelor of Architecture (B.Arch.) program at Alfred State College were built over a sixty-year period: In 1952, the Building Construction Technology curriculum was instituted which ultimately evolved into the Architectural Technology curriculum. To better reflect the program, its name was changed to Construction Engineering Technology, and it was first accredited in 1965 by ECPD, The Engineers' Council for Professional Development (later renamed ABET). In 1970, an architectural specialization was initiated, after contacts in industry expressed a need for architectural technicians. In 1974 the Department began expanding the course offerings for the Architectural Technology curriculum, as it was then called. By 1985 it became known as Architectural Engineering Technology and was accredited by ABET (until 2005 known as Accreditation Board for Engineering and Technology).

Throughout the 1990s computer technology was integrated in all parts of the program to keep pace with developments in the architectural field, and in 1998, the new department of “Computer Imaging and Architectural Engineering Technology” was formed. In 1999 the newly approved B.S. in Architectural Technology program—also ABET accredited—admitted the first students to the junior year, and in 2002 the Alfred State College degree in Interior Design was added to broaden the department’s design offerings. In 2012 the “Department of Architecture and Design” was formed to reflect the breadth of its offerings, including the new Bachelor of Architecture program. The Computer Art and Design program mentioned above grew so large that it was spun off from Architecture and became the Department of Digital Media and Animation at the same time. The Architecture and Design department currently has nine full-time faculty members (supported by professors of practice, adjuncts, visiting faculty and other faculty in the School teaching concentration electives) who until Spring 2013 provided instruction for approximately 235 full-time students across three degree programs:

- AAS—Architectural Engineering Technology,
- BS—Architectural Technology, and
- AAS—Interior Design.

In Spring 2013 the B.Arch. program was deemed eligible for candidacy by the NAAB, and immediately thereafter the first cohort of 13 freshmen enrolled in the B.Arch. program beginning in the Fall 2013 semester. Initial candidacy status was granted by the NAAB effective January 1, 2014.

B.Arch. Program Mission Refreshed in the 2014-15 academic year, the mission of the department affirms:

Alfred State's Bachelor of Architecture provides a career-focused, project-based education integrating theory and practice with a strong multidisciplinary foundation that draws upon an institutional heritage of building and technology. Emphasizing core values of leadership, professional preparedness, and work ethic, experienced faculty offer personal instruction and guidance to students as they collaborate with real people to explore real challenges across the region and beyond.

Alfred State's history of offering sound technical associate programs is well documented in several areas of specialization. From these unassuming roots, Alfred State College has been transforming itself into a strong performer in well-rounded baccalaureate degrees creating graduates with core and "soft" skills that are highly desirable by employers. Following the new strategic plan, this revolution includes strong academic programs as well as a focus on practical, hands-on, project-based learning, civic engagement, leadership, and sustainability across all curricula.

Our established Architectural Technology AAS and BS programs have been successful for many years and are prime examples of this transformation. They have strong technical content, embody our key campus initiatives, and form a natural cornerstone for the implementation of the B.Arch. program, the third professional degree offered by Alfred State College.

Discovery, Engagement, Service Civic engagement is a cornerstone of Alfred State College and its geographic location allows it to know and serve many diverse constituents. The B.Arch. has expanded work with the region's civic groups and has reached out and assisted numerous small communities in the region as they work to grow and develop in conjunction with the economic development plans of New York State. Being a key focus of the B.Arch. program, these relationships offer many benefits to Alfred State College as it continues to revitalize its campus, its local communities, and its region. Much of this work is being done through the Southern Tier Architectural Resource (STAR) Center made up of students working to enhance the quality of the built environment in Allegany County through the promotion of sound design and planning principles.

This response to the call of curiosity and true desire to take advantage of our unique location and the economic, social, and environmental issues it presents provides Alfred State College students with a first-hand opportunity to engage in "Good Architecture for Social Good." The recent appointment of the VP for Economic Development, Craig Clark, who oversees not only industry partnerships between Alfred State College and industry partners, but also economic development and StartUP NY opportunities for Allegheny County, has quickly yielded new potential with the New Forest Economy initiative and partnership opportunities between Alfred State College Department of Architecture & Design and SUNY Environmental Science and Forestry (ESF) near Syracuse.

Liberal Arts and General Education We achieve our goals in a manner unique to Alfred State. Our efforts combine in a caring, inclusive, socially-conscious model in a manner that is not replicated by any school of architecture in upstate New York. Our studio-focused model of instruction focuses on liberal-arts centered, integrated instruction, hands-on, "real-live" learning. These modes of

instruction are endorsed by and supported by SUNY mandates including SUNY Excels, SUNY General Education, and the SUNY Applied Learning initiatives and are in place under guidance from SUNY.

Institutional Setting The unique location of Alfred State College can be viewed as either a help or a hinderance. The department is actively working to overcome the view of this “centrally isolated” hinderance and celebrate our location as an asset and as an overlap of five major labor markets: Buffalo, NY, Rochester, NY, Syracuse, NY, the Southern Tier, and Erie, Pennsylvania. Moreover, the reinvigorated lecture and film series offered by the department is offered in conjunction with the Rochester Chapter of the AIA, offering AIA members in all three chapters affiliated with Alfred State College (AIA Buffalo, AIA Rochester, AIA Southern NY) the opportunity to earn continuing education credit for qualified lectures in our series. This service to the profession also provides our students one more opportunity to interact with local practitioners and professionals.

I.1.2 Learning Culture

The B.Arch. program benefits Alfred State College and the upstate architecture community in many ways, chiefly providing the upstate region with skilled, job-ready, graduates. We achieve these goals by focusing on four main categories: presence, resources, academic quality, and community. The main foci are enshrined in our studio culture policy, which is available online at <<https://www.dropbox.com/s/jjds5a3918t4oxz/Studio%20Culture%20Policy.pdf?dl=0>>.

Presence Alfred State College has a long-standing reputation of being a leader in quality, technically-oriented, undergraduate education in New York. The distinctive B.Arch. program was a logical expansion of the programmatic offerings at Alfred State College and allows us to offer a professional pipeline for our regional educational partners and expand our efforts regionally, nationally, and globally.

Resources Fostering continued growth and development of the B.Arch. Program is a priority for Alfred State College that influences the institutional process for resource allocation. Department level policies and plans have been implemented to direct funding priorities, fiscal allocation, hiring, staffing, resource development, industry partnership, and alumni development. As support from New York state continues to decrease, this approach will ensure the continuity of operations in our department, help to cultivate new revenue streams, and support Alfred State College in attaining the campus strategic plan.

Academic Quality As Alfred State College continues to emphasize baccalaureate and professional programs, there are many benefits to the campus, including professional culture, professional exhibitions, speaker series, applied research, sustainability, and curriculum transformation. The level and rigor of the B.Arch. is serving as as a guide to establishing a higher level of program performance on campus and a means to fostering interdisciplinary interaction. An example of this is the interdisciplinary team of architecture, engineering technology, and building trades students who combined their talents to design and construct a house for the 2015 Solar Decathlon competition.

Academic Integrity Academic integrity is expected of all students and faculty members of Alfred State College. Students may in no way misrepresent their work, fraudulently or unfairly advance their academic status, or in any way help other students commit acts of academic dishonesty, and faculty members must fairly evaluate academic work. This Code defines rights and responsibilities relating to academic integrity and outlines the procedure for dealing with allegations of academic misconduct. It also outlines the procedure for student academic grievances against faculty members. This Code shall be communicated to the College community by being included in the Faculty Handbook, the College website, and student and faculty orientation information. The

College website contains the most current version of the policies and procedures governing the College's Academic Integrity Code <<http://www.alfredstate.edu/academic-integrity-code>>, General policies regarding academic procedures can be found at: <<http://www.alfredstate.edu/academics/academic-regulations>>.

Studio Culture Policy The design studio sequence forms the core of the architectural programs at Alfred State, contributes centrally to the student's architectural education, and instills appreciation for the pursuit of life-long learning. The department's Studio Culture Policy is made available to our students in a variety of forms: all entering students in all academic programs receive a discipline-based handbook that includes it, the Studio Culture Policy is posted prominently in at least one location in each studio and in departmental public areas. In addition, each semester the department holds a meeting including all students, faculty, and staff, to discuss important issues and the studio culture policy. With input from each group, changes and modifications are determined at the meeting. The most current version of the Studio Culture Policy is available online at <<https://www.dropbox.com/s/jjds5a3918t4oxz/Studio%20Culture%20Policy.pdf?dl=0>>. Studio culture is celebrated at the end of each academic year with our AIAS Studio Culture Awards.

I.1.3 Social Equity

Alfred State College is a community that promotes diversity and strives to create an atmosphere free of bias and prejudice in order to prepare students to lead successful and socially useful lives in a diverse society. Many Campus organizations work toward this goal by providing educational, cultural, and social events.

Diversity A diverse body of students and faculty is the cornerstone of a rich and meaningful educational experience. As a goal of the strategic plan, we strive to enrich our programs and continually increase the diversity throughout Alfred State College.

As the diversity of our student body expands through increased international and targeted recruiting, we are committing resources to ensure student success and belonging. Our Director of Multicultural Affairs partners with faculty and staff to offer programs and services designed to increase visibility and awareness on campus, mentor new students, build community, and support professional development.

Faculty searches are charged with selecting the individual who will contribute significantly to the academic mission and the goals of the School and College. Through extensive notification, national searches, targeted advertisements and involvement of professional colleagues, good faith efforts are made to locate and consider a wide pool of applicants, including qualified minority persons, women, and disabled persons, resulting in the appointment of outstanding faculty. Faculty Professional Development is ongoing to enhance and support diversity in the classroom.

In August 2007, SUNY established the Office of Diversity, Equity and Inclusion (ODEI). The office provides leadership and strategic direction to all of SUNY's campuses for developing and implementing a portfolio of affirmative action and diversity programs and is headed by Dr. Carlos N. Medina, Chief Diversity Officer and Senior Associate Vice Chancellor for Diversity, Equity and Inclusion who reports to the Provost and Executive Vice Chancellor. Increasing diversity among faculty ranks and students is part of the STRATCOM long-range plan. Specific details regarding diversity are addressed in Section 3 Compliance with the Conditions for Accreditation, I.2.1 Human Resources and Human Resource Development.

Alfred State College has made significant strides in ensuring social equity, diversity, and inclusion on campus. As of April 2016, Nicole Hockenberry has served as Alfred State's Chief Diversity

Officer and Title IX Coordinator. The Chief Diversity Officer (CDO) works to further elevate campus inclusiveness and to implement best practices related to diversity, equity, and inclusion in such areas as the recruitment and retention of under-represented students and senior administrators, faculty, and staff. The position serves as part of the SUNY system-wide network of CDOs through the ODEI to support SUNY's overall diversity goals while continuing to lead campus efforts around Title IX Compliance. In her role as CDO, Ms. Hockenberry has a dual-reporting relationship to the President, Skip Sullivan, and the Vice President for Student Affairs, Greg Sammons. The elevation and expansion of Ms. Hockenberry's role to CDO reflects the desire to build on Alfred State's momentum and ensure a degree of administrative continuity related to this important new role.

The creation of Alfred State's first Chief Diversity Officer is not a singular step. Formerly an office of one, Alfred State College has further increased our institutional commitment to diversity by also approving and posting a new position to fully support the CDO role: Coordinator for Intercultural Student Support. Currently being searched, the Chief Diversity Officer will directly supervise the new coordinator position to enhance efforts around related institutional goals.

Duties the Chief Diversity Officer include:

- Creation and implementation of student retention and completion strategies wherein the campus strives to increase the rate of completion for all students and close any gaps in the completion rates of students from any group when compared with the average campus completion rate. This includes leading, and improving, mentorship or bridge programs.
- Greater partnerships with Admissions to coordinate programs that successfully recruit and acclimate under-represented students to college life at Alfred State.
- Advancement of a recruitment and retention strategy that continuously improves recruitment and hiring of a diverse campus leadership, faculty, and staff.
- With support from System Administration, introduction of and expansion of cultural competency programming as a central aspect of the orientation program for new employees and as a regular program for all continuing employees.
- Conducting college-wide assessments and climate surveys that inform the ongoing work to increase the campus' inclusive environment and cross-cultural awareness change to cultural competency.
- Establishing partnerships within the greater area/regional community to share and benefit from shared resources.

The appointment of Alfred State's first Chief Diversity Officer, coupled with the expected hiring of a Coordinator for Intercultural Student Support to bolster CDO efforts, are the latest action steps to affirm our commitment to inclusion at Alfred State College. Continuous improvement demands dedication and we will continue to find ways to be a model of inclusivity and reflect the diversity of this great state.

SUNY is committed to creating campus communities enriched by a range of perspectives and interests. The Center for Diversity and Inclusion states it is the policy at Alfred State College to provide equal employment and educational opportunity on the basis of merit without discrimination because of age, race, ethnicity, color, sex, religion, national origin, sexual orientation, veteran's status, disability, gender identity, or gender expression.

In addition, the Alfred State College Principles of Community state:

- As members of Alfred State, we choose to be part of an academic community dedicated to those principles that foster personal and professional integrity, civility, and tolerance.
- We strive toward lives of personal integrity and academic excellence. We will encourage in ourselves, and in one another, those responsible actions which lead to lives of productive work, personal enrichment, and useful citizenship in an increasingly interdependent world.

- We commit to treating one another with civility. Recognizing that there will be differences of opinion, we will explore these differences in a courteous and forthright manner, always acknowledging our individual rights to freedom of expression and association.
- We support tolerance. We encourage those of all cultures, orientations, and backgrounds to understand and respect one another in a safe and supportive educational environment.

This set of principles set forth by the college is supported by policies including the Codes of Student Conduct and Academic Integrity. More information can be found at: <<http://system.suny.edu/odei/>> and <<http://www.alfredstate.edu/student-life/center-for-equity/title-ix>>

I.1.4 Defining Perspectives

A. Collaboration and Leadership.

We lead by example. The Alfred State College Department of Architecture & Design is a family. The degree of genuine care expressed by faculty for the students is notable. The investment our students feel in the program, and in their professional development is evident, engrained in our program, and valued. Our leadership structures are informal and communication is nearly constant.

At the end of the 14-15AY, the department embarked upon a significant review of the departmental mission which better articulated our collective values:

A career-focused, project-based education integrating theory and practice with a strong multidisciplinary foundation that draws upon an institutional heritage of building and technology. Emphasizing core values of leadership, professional preparedness, and work ethic, experienced faculty offer personal instruction and guidance to students as they collaborate with real people to explore real challenges across the region and beyond.

This approach resonates in the manner by which faculty and students engage on studio projects, and in the manner by which opportunities for studio projects develop. Beyond the typical pedagogical collaboration experiences, we strive to treat our students as professionals and as such, immerse the students in real-live, hands-on, learning. Evidence of this effort can be found in research projects conducted through the Center for Architecture and Remote Sensing (CARS), in which students collaborate with professionals from around the region to fly, scan, model, and investigate buildings and sites. Similar efforts are evident in the Guaranty Interpretive Collaboration Exhibition (GICE) effort in which students were entrusted to create an interpretive model of a historically significant architectural treasure. Working with local practitioners, architects, technical experts, attorneys, environmental graphic designers, and historic preservation experts, the students not only built the model, but designed the system to survey the building, its details, and construct the model. Similarly, the Southern Tier Architectural Resources Center (STAR Center) has teamed students with civic leaders throughout the region and integrated these efforts from the center to studio and beyond.

Studio experiences reinforce this effort. From working with local municipalities to partnering with Italian experts, our faculty and students work in concert to deliver “good architecture for social good.” Our annual Architecture & Design awards highlight the efforts of our students in this regard.

B. Design.

The B.Arch. program at Alfred State College endeavors to produce graduates who develop integrated architectural solutions through culturally and environmentally sensitive design skills, which are further encouraged through a structured process of research (including precedent studies, exploration of options, and directed refinement). Viable, reality-based, design solutions incorporate practicality, responsibility, and meaning. The program encourages students to

experiment and learn from multiple iterations—some more successful than others—throughout the design process. Ultimately, students develop the competency to complete an architectural project from pre-design research and information gathering to the detailed communication and production of an architectural project.

Projects covering a range of building types (including residential, commercial, and institutional) frame the studio pedagogy which actively infuse sustainable design, historic preservation, urban design/planning, and the comprehensive synthesis of a complete design, often using actual sites and buildings as the basis of design. Throughout, instructors (well-experienced in professional practice) encourage open dialog and collaboration among students and foster understanding of the multiple collaborative roles required in the architect's studio world, including the integration of expertise from other disciplines and the ongoing protocol of option development, comparison, and selection as a primary driver of form and space solutions. An emphasis on ethical, social, cultural, and global environmental responsibility is reinforced in all of the studio courses, from fundamentals through thesis semesters.

Feedback from professional offices where our students are employed, as well as from our Advisory Board, has confirmed that our students are self-directed as to design approach and the systematic development of a project as it progresses through an architectural office. As a college of technology, and based on our degree offerings, it appears the architectural program is well aligned with the mission of the institution.

C. Professional Opportunity.

Professional opportunity is discussed in most every course in the The Department of Architecture & Design as an appropriate situation arises. Since all of the department professors have worked in the field with a majority maintaining a professional practice, connections to the business world often present themselves through the professor or through the Career Services Office which conducts several Career Fairs during the academic year. Companies in attendance who are interested in the students include strictly architectural firms, architecture/engineering and design/build firms, and the department Advisory Board which is comprised of architects from various practices in a 150 mile radius have hired our students in the past and still continue to do so.

The study abroad program introduces our students to European venues but, to date, only one student has taken advantage of working abroad. Alumni are distributed across the country and regularly contact the department with job postings, internship opportunities, and other career development information. Alfred State College students have volunteered in Haiti and Honduras and in the Southern states to rebuild from the destruction of floods and hurricanes. Students are encouraged to develop resumes early and explore geographical areas of interest.

The ARCH 8003 Professional Practice and ARCH 8793 Professional Development courses also reinforce details of professional development, readiness, and communication.

Various types of career paths are not unusual for Alfred State College graduates. One example, of which we as a community are especially proud, is a group of our Alfred State College graduates who founded Little Angels of Honduras, a not-for-profit organization that endeavors to secure funding for and oversee the construction of a regional neonatal hospital for Central America. At present, the infant mortality rate in Honduras is about 40%. This statistic has dropped precipitously since Little Angels was founded and their important work has begun. We are proud of our graduates who have taken on this work, and one of the graduates now serves on our advisory board.

The department also posts required NAAB statements regarding professional opportunity online. Evidence that this condition has been Met can be found at <http://www.alfredstate.edu/>

[departments/architecture-and-design/naab](#)>. Similar information will also be found in the 2015-16 Alfred State College Catalog. In addition, further career development information been made available through our campus intraweb at <https://my.alfredstate.edu/node/515>>. This includes career preparedness information (resume, portfolio development, interviewing skills) as well as JobLink access for all students and alumni.

Moreover, two online Applied Learning Courses created through a multi-campus effort by Binghamton University, University at Buffalo, Cornell University, and SUNY Oswego are available to our students. These high-quality courses are SUNY Professional Skills Career Launch for All Majors and SUNY Professional Skills Career Launch for Engineers and Architects.

Our most recent professional opportunities are chronicled on our department news site, at <https://www.alfredstate.edu/news/Architecture%20and%20Design>>.

D. Stewardship of the Environment.

The BArch program is committed at every level to producing graduates that understand and are prepared to be responsible stewards of the environment. Responsibility regarding materials and environmental safety begins immediately in program. In the ARCH 1184 Design Fundamentals course with the very first project teaches students about resourcefulness, recycling, and repurposing found objects to design and fabricate a sketchbook. The message regarding consumption: “to design and create, we don’t always need to buy” is engrained at an early stage and resonates throughout the program. During the ARCH 1184 course issues related to VOCs and other environmental contaminants are also addressed. This discussion is continued in FNAT 5303 in the very first class meeting in which the in-class topic of discussion “LEED: good or a bad?” is approached.

Long term stewardship of our natural resources and selection of materials are topics covered in ARCH 3003 Environmental Controls, both Construction Technology courses and ARCH 7003 Sustainable Building Construction. Infused throughout the design studio sequence, students are encouraged to put these concepts into practice in increasing sophistication and detail. Design Studio 1 focuses on the reuse of a shipping container(s) as a small scale housing project and Design Studio 2 utilizes a site in Italy that requires the use of vernacular and indigenous materials in the design with a minimum impact on the site and surrounding area.

In ARCH 5306 Design Studio 3, students concentrate on the environmental aspects of a project including siting a building for solar orientation, natural cooling and reduced energy use. Design Studios 4 and 5 engage students in projects that involve the adaptive reuse of existing buildings in an historical and urban revitalization context and focus on LEED and overall issues of sustainability. This process will continue and is expected in Design Studios 6, 7 and 8.

E. Community and Social Responsibility.

The Department of Architecture and Design’s mission is to provide a career-focused, project-based education integrating theory and practice with a strong multidisciplinary foundation that draws upon an institutional heritage of building and technology. Emphasizing core values of leadership, professional preparedness, and work ethic, experienced faculty offer personal instruction and guidance to students as they collaborate with real people to explore real challenges across the region and beyond. The program’s mission is carried out through applied research intended to create good design for the social good, and relates directly to the college’s strategic plan.

Our students continue to be actively involved in planned scholarship and applied research programs, using New York State’s Southern Tier region and adjacent areas as the primary testing ground. This happens both through design studio projects, interdisciplinary collaborations like the

Solar Decathlon, and related civic engagement activities through the Southern Tier Architectural Resource Center. Additional applied research projects - such as developing region-specific, sustainable and affordable housing typologies – are planned to allow us to collaborate closely with faculty and students, from other disciplines and departments, outside consultants, and the programs at our Wellsville satellite campus to participate in the generation of new knowledge.

Design studios incorporate civic engagement projects in each year (and, in some cases, each semester) of the program. For over ten years, the Urban Design Studio at Alfred State College has focused on the study of local and regional issues related to urban, suburban and rural design problems and on helping communities visualize strategies for revitalization and sustainable improvement to their neighborhoods and business districts. This civic engagement intensive studio involves collaboration with local communities, design professionals, and organizations such as the Community Design Center of Rochester. This enables fourth-year students to participate in a number of community-based, service-learning projects, both in the Rochester area and the Southern Tier region. The Southern Tier projects have also been presented in Washington, D.C. at the Appalachian Teaching Project Conference each year since 2010 (<http://www.etsu.edu/cas/cass/projects/alfred/default.php>).

While the program nurtures a calling to civic engagement close to home, we are also committed to instilling in our students a keen awareness of a globally interconnected world. To foster in all our students a palpable sense of global citizenship, we strive to instill global awareness and knowledge about architectural practice and challenges in other parts of the world through our design studios and study abroad program. In order to generate a rich body of ideas, questions, and design criteria, as well as to foster intensive individual and collective learning, we routinely assign a wide range of short case studies of great diversity that students have to immerse themselves in and subsequently present to one another. Thus each student is exposed to a wide range of paradigmatic design solutions, a number of which will always represent work in other parts of the world to illustrate differences in cultural, political, socio-economic, climatic, and other conditions, and the worlds of thought corresponding to these.

In our Study Abroad program in Sorrento, Italy, now in its eighth year (in partnership with the Sant'Anna Institute), architecture students are immersed in a design studio course paired with courses in archaeology and Italian language. We have seen the number of students able to participate in this annual spring semester offering increase and also seek to attract participants from other US architecture schools. This optional third year program has proven life-changing for participating students, and AS is committed to creating more course and scholarship opportunities for this important program.

Outside of the design studio, the Alfred State College AIAS (American Institute of Architecture Students) Chapter has capitalized on the idea of good design for the social good by designing, constructing and maintaining a public bus shelter in downtown Alfred in conjunction with Alfred University students. This was an excellent example of our architectural faculty cooperating with students from both Alfred State College campuses and Alfred University. Another example was the participation in the 2013 Solar Decathlon in China. Starting in the fall of 2011, a third year studio joined forces with students at Guilin University of Technology in China, and students and Faculty at Alfred University, to form 'Team Alfred,' to design, build and operate a solar-powered home. It was built by the building trades students at Alfred State's campus in Wellsville and shipped to China, where it was assembled with Chinese students and was given the first-place award for energy balance. A similar model was followed in 2015 when Alfred State College and Alfred University collaborated again on the design and construction of a house for the 2015 Solar Decathlon competition in Irvine, California.

Building on these service-learning experiences, the architectural faculty at Alfred State College founded the “Southern Tier Architectural Research Center” (STAR Center) to expand our community based studio projects in New York State’s economically-depressed Southern Tier. Alfred State College is in Allegany County, New York State’s second poorest county, in the Northern subregion of the region designated as Appalachia (www.arc.gov). In fall 2013 the Architecture and Interior Design Clubs were awarded a “Leadership Suite” in the newly constructed Student Leadership Building, designed by William Rawn & Associates. The Leadership Suite serves as the base for all our civic engagement projects outside of the design studios. All these aim at helping our students develop the ability to take into consideration a multitude of often conflicting needs by different stakeholders and synthesize them into uplifting designs that may positively impact the lives of individuals, communities, and the larger environment.

I.1.5 Long Range Planning

Students are at the center of each and every planning objective on the Alfred State College campus and in the Architecture & Design Department. Long-range planning is in full force in the department. Each semester, the faculty engages in one week at the beginning of the semester and one week at the end of professional development. These weeks are specifically set aside for envisioning, assessment, forecasting and long-range planning. Each semester the department faculty addresses a review of the objectives for student learning in concert with a course-by-course review of student feedback and CSLO data (addressed in full in section I.1.6, Program Self-Assessment).

For the two past academic years, departmental short-term planning has been focused on five objectives: refining the mission and direction of the department, stabilizing and enhancing the signature Sorrento study abroad program, assessing and providing a quality 5th year experience for our first B.Arch. cohort, adequately meeting the requirements set forth by NAAB for performance criteria (and in particular, strategizing to meet the areas in which we were noted as deficient in our last visit), and conducting SUNY-mandated assessment of courses. These efforts have helped us to more robustly address each of the NAAB perspectives, as noted in the section above. As we redouble and focus our efforts, the five NAAB perspectives have become engrained in our department mission, program assessment mechanisms, and civic engagement activities.

The Department has improved its long-range planning processes by developing a Staffing Plan, a Facilities Plan, and a Technology Plan that are a collective extension of specific goals identified in the Department’s 2014-15 Annual Academic Department Assessment Plan & Report (AAPR). This report contains general department information and data, along with the department’s assessment plan, assessment report, and department goals. In addition, the Department will be implementing surveys at the end of the Spring 2015 semester to solicit feedback from the Professional Advisory Board, graduates, and employers. This information will be used by the department as it prepares its AAPR for the 2015-16 academic year.

The College (SAMET) has a set of goals that reinforce the goals of the Academic Affairs Division. The Department based its goals for 2015-16, in part, on the SAMET Goals.

Now that the department has stabilized the development and reporting burdens of the external mandates of our department, our long-range plan shifts to a lengthier time frame (currently to AY 2020–21) and is supported by four chief policy efforts which incorporate elements of each of the five perspectives:

1. Staffing Plan. The original staffing plan, authored in December 2014, is the guiding document for staffing and faculty recruitment within the department. This document operates as an optimistic, best-case plan and is heavily influenced by factors beyond the control of the department, chiefly the state budget, early retirement incentives (or lack thereof), the demands of other departments

on campus, and other external regulatory constraints. The staffing plan provides a basic roadmap for contingency, continuity, and continued excellence among our faculty ranks. The staffing plan also provides a clear outline of faculty specialization, and how future hires will help the department to more fully meet each of the five NAAB perspectives.

2. Admissions and Recruitment Plan. Each September, department chairs at Alfred State College meet with the entire college admissions department to discuss—in detail—recruitment efforts, class sizes, entrance requirements, and other global issues that impact admissions and recruitment. During this meeting, target numbers are set based on seats available, current growth potential, current growth objectives, and resources available within the department. A weekly summary report of applicants, accepted students, and paid accepted students is disseminated to the department chairs. Our department endeavors to keep a conservative, but steady rate of growth (about 1% per academic year) for the foreseeable five-year view. This will allow our department to cycle out more senior faculty (who are retirement-eligible), recruit, mentor, and train junior faculty, and provide continuity and constancy of quality education to our students without unnecessarily overburdening our department by increasing enrollment.
3. Academic Portfolio Review. Following our 2016 NAAB review and beginning in January 2017, the department will begin a comprehensive review the existing academic portfolio (AAS, BS, B.Arch., AAS-ID) and develop a long-range ten year plan that will endeavor to examine future growth potential and to better differentiate the B.S. and B.Arch. programs with a greater emphasis on architectural “technology” (as opposed to design) in the future incarnation of the B.S. program. The enhanced program, envisioned to follow the model currently used by the new B.Tech. program, will provide a more targeted area of speciality for students enrolled in the B.S. program and will also provide a greater and more in-depth slate of elective courses to service B.Arch. students. Moreover, this juncture may provide an opportunity to extend the current AAS-Interior Design degree into a 4-year degree either as a new stand-alone degree program (B.S.-Interior Design, or as a component of the re-envisioned B.S.-Architectural Technology program. More clearly differentiating our degree offerings (and the inherent benefits of each) will allow us to better market our programs and recruit suitable students as we continue on our future trajectory. This academic portfolio review is the cornerstone to our future compliance with the NAAB five perspectives. A refreshed course structure, studio options, and new faculty will allow for the diversification of areas of specialty within our department that will help to better integrate civic engagement opportunities, infuse courses with even more sustainability and universal design content, and increase professional development and leadership opportunity for our students.
4. Space Planning. In AY 2014-15, a divisional team of faculty and staff examined the current use and future space needs in buildings chiefly occupied by SAMET (SET Building and EJ Brown Hall). The committee identified “hot spot” areas where significant departmental overlap could occur. Over the past AY 2015-16, some of these areas have been implemented, the first of which is the Digital Fabrication Lab, shared by Architecture, Digital Median & Animation, Mechanical Engineering Technology, and Electrical Engineering Technology. The second, a BIM lab to be shared by Civil Engineering, Mechanical Engineering Technology, and Architecture is currently in development. Moreover, the committee identified the need to open previously mothballed “surge space” on the fourth floor of EJ Brown, which is now actively used as classroom space for The Department of Architecture & Design. This committee report will be reviewed actively each year and updated as necessary.

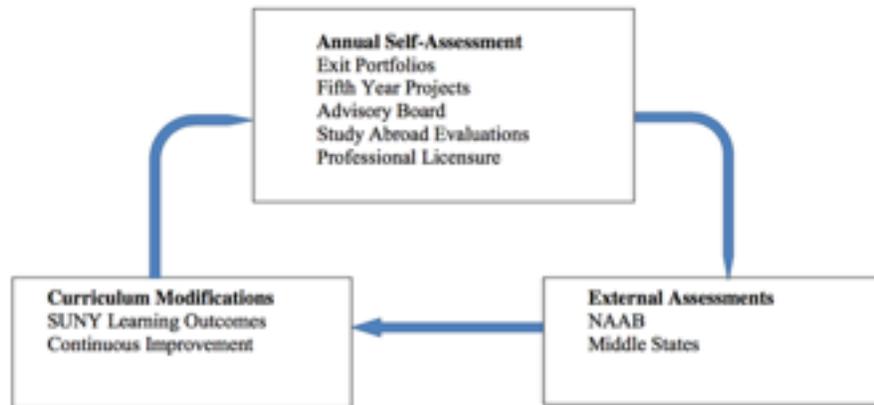
The above planning initiatives occur at the department level, they are integrated into broader campus-wide planning and goal-setting initiatives such as STRATCOM and yearly Academic Affairs goal setting activities which are fully addressed later in this document.

I.1.6 Program Self-Assessment

Institutional Effectiveness at Alfred State College encompasses both maximizing student learning and improving the effectiveness of programs, services, and people. Through ongoing continuous

improvement we strive for the highest quality programs and services. Assessment at Alfred State College is a comprehensive layered structure focused on strengthening student learning and maximizing institutional effectiveness. It is designed to be rigorous, systematic, and continuous. The process is inclusive and assesses all aspects of the college. Assessment information is used to produce necessary change or affirm best practices. The assessment plan and process is consistent with the SUNY Assessment Initiative and the Alfred State College's Mission and Core Values, as evidenced by the focus on student learning and the examination of teaching efforts to produce the best outcomes in education.

Our program assessment cycle includes the following parties:



Self-Assessment Process Student learning assessment has multiple layers spread over designated cycles. The process is defined by a department-centered and program-centered approach, with outcomes-based plans that examine student learning and institutional activities for the purpose of improving learning.

The Department participates in the program self-assessment process by submitting an Annual Academic Department Assessment Plan & Report that includes direct Program Student Learning Outcomes (PSLO) assessment. The department assessment plan defines a 3-Year Assessment Cycle linking PSLO's and associated Student Performance Criteria (SPC) to the academic calendar, a PSLO Map linking PSLO's and associated SPC to individual courses, and a Report on Program Student Learning Outcomes assessing each PSLO in terms of Action Taken Since PSLO Last Assessed, Assessment Method (i.e. what direct and/or indirect measure(s) will be used to conduct the assessment), Assessment Criteria/Benchmark (i.e. what minimum score, value, or result will be used to signal success), Data Collection and Analysis Procedures (i.e. how, when, by whom data is collected and analyzed), Results, and Closing the Loop (i.e. how results are used for continuous improvement and how results will be shared with key individuals).

The primary assessment of student outcomes, by the department's faculty as a whole, is the close outcomes review for each course at the end of each year via quality of student work and student evaluations. Based on this and feedback from the advisory board, outcomes are adjusted.

Results from the exit surveys and "graduation portfolios" submitted by graduating students, on a voluntary basis, constitutes important feedback as the faculty continually reevaluate and adjust the program, if needed, to achieve desired outcomes.

Additional information regarding assessment including institutional data and mechanisms for assessment can be found in the I.1.5: Self-Assessment Procedures section of this APR.

Program Learning Outcomes

- Comprehend architecture as being accountable to humanity's need for safe, affordable shelter, for dignified ways of living, and for offering corresponding symbolic meaning - and the ability to produce designs infused by this understanding.
- Demonstrate knowledge of the evolution of architectural ideas (and associated principles, strategies and devices) throughout history and of how these were marshaled by architects in the service of certain intended purposes, as well as the ability to apply such ideas in the student's own designs.
- Demonstrate knowledge of strategies for infusing design generally, and structural expression particularly, with poetic dimensions that help to transform environments - that would otherwise be merely good functionally and of sound construction - into inspiring and uplifting places.
- Demonstrate knowledge of sustainability, construction technology, and integrated project delivery.
- Demonstrate the ability to take on/participate constructively in urban renewal/social innovation projects that seek to serve the common good.
- Info Management (computer and research skills appropriate to degree level and type)
- Written and Oral Communication (appropriate to degree level and type)
- Critical Thinking (problem solving, reasoning skills appropriate to degree level and type)

Professional Advisory Board

It is currently comprised of professionals from local and national architecture, building, and design firms. The members meet annually to discuss program alignment with evolving expectations within the profession, and make detailed recommendations on where they feel adjustments are advantageous or necessary.

Since the last visit, we have made great strides at expanding the board and diversifying the membership to gain additional expert feedback on aspects important to the program, including on historic preservation and adaptive reuse, international practice, sustainability, urban design, building science, acoustics, architectural lighting, affordable housing, interior design, not-for-profit-work, real estate, and business strategies.

During their tenure on the Board, members complete surveys and participate in informational interviews that relate to our program assessment.

The boards (one for architecture, another for interior design) met most recently in April 2016. A complete list of Advisory Board members is available at <https://www.dropbox.com/sh/tdoc8xq5mc7w6d9/AABcD3MeYHTI49hkGitK_CGMa?dl=0>.

Section 2. Progress since the Previous Visit

The department has made significant strides and substantial improvements since the last NAAB visit. These improvements are detailed elsewhere in this report, but are summarized here in abbreviated detail.

The following were areas of concern enumerated in the 2014 VTR, references in parenthesis refer to VTR section.

1. Areas of Concern

(I.1.4) Long-Range Planning

Following several years of senior administrative turnover, the college has stabilized with the installation of President Irby “Skip” Sullivan and Provost Kristin Poppo. Both President Sullivan and Provost Poppo recognize the need for careful, long-term planning and support both college-wide efforts as well as department and divisional planning.

With the encouragement and support of upper-level administration, the department has instituted long range planning for staffing, course coverage, and academic continuity; has undertaken a comprehensive examination and plan for space management; instituted a reinvigorated plan for targeted enrollment and recruitment; and will commence a comprehensive review of the B.S.-Architectural Technology curriculum and degree structure in January 2017. In addition, the campus has been engaged in a strategic planning exercise for the past two academic years.

These plans dovetail with the campus strategic planning effort detailed elsewhere in this report. Continuous Improvement and long-range planning is embedded in the culture of Alfred State. All programs undergo assessment based on external accreditation (by Middle States, and in the case of the B.Arch. program by NAAB) as well as to several New York State regulatory agencies, including assessment mandates from the State University of New York (SUNY) as well as review by the State Office of the Professions. The Department of Architecture and Design has a long-standing and rigorous course-by-course assessment plan to ensure program quality. At the heart of program planning is an external Advisory Committee. This group, comprised of active practicing and education professionals, regularly reviews departmental goals and curriculum, critiques student work, and keeps us apprised of concerns within the wider professional community, thus helping us to ensure a high degree of relevance for our programs.

(I.1.5) Self-Assessment Procedures

The department asks each student to assess each and every instructor and each and every course separately. These CSLOs and instructor evaluations are reported to the department chair who discusses—in detail—the feedback with the faculty in the department. Collectively, faculty discuss the feedback and we make small modifications to each and every course on a rolling basis to ensure that we are closely meeting not only the stated NAAB SPC for each course (in an evidence-based manner), but also the CSLOs for each and every course.

Instructors on tenure-track (but without continuing appointment) are required to have instruction and course management observed by the department chair and dean. This in-person observation typically occurs at least once each semester. In addition, these faculty are also required to participate in a “course review” at the end of each semester. During this review the department chair and dean review instructional materials, course plans, student work, and student feedback.

Evaluation also occurs for teaching faculty who are outside of the tenure-track ranks. These positions include part-time temporary adjuncts, full-time temporary lecturers, and part-time faculty. Department chairs are responsible for observing and evaluating all part-time and adjunct faculty and follow the same process for student evaluation of teaching effectiveness. Evaluations of part-time faculty align with those of full-time faculty in adherence to SUNY’s criteria governing effectiveness in teaching, mastery of subject matter, continuing growth, scholarly ability, and effectiveness of university service. Faculty members are evaluated by the chair and mentored by full-time faculty.

In addition, the department launched an annual Student Opinion Survey during the Spring 2016 semester. This student opinion survey provides yet another opportunity for students to provide feedback and for the faculty and the students to work collaborative to assess our programs.

Also, over the past three academic years, the Architecture Department Advisory Board visits campus each spring to assess and provide feedback on the academic portfolio, student preparedness, global changes in the profession, and other insights.

(I.2.2) Governance

The institutional culture of Alfred State College has not, historically, lent itself to strong faculty governance at the department level. Instead, because of the relative flat management structure, and small size of the campus, Faculty Senate has been the mechanism for faculty self-governance. Increasingly, the responsibilities of Faculty Senate are devolving to the department level. New senior leadership on campus is actively encouraging this shift and actively challenges faculty to take part in the governance of the college and departments. Naturally, this change has not occurred overnight, but the shift is notable and marked. The department faculty has answered this charge and meets frequently and remains collegial as we move toward more cohesive and proactive governance within the structure of the college.

Student governance is well rooted in our department. An active Architecture Club/AIAS chapter anchor this effort, and make possible productive relationships between our students, faculty, and administration. More often than not these mechanisms are informal, but given our small size, provide us with flexibility and immediate accountability when issues arise.

Over the coming years, our shared goal is to engage newly hired faculty in the department governance process and continue to encourage dialogue between students and student leaders and the faculty and administration.

(I.2.3) Facilities

Facilities have been upgraded significantly since the last visit. The addition of the MakerSpace, additional WiFi infrastructure, a digital fabrication laboratory with two high-speed laser cutters (for a total of three), greater broadband throughout, new furniture, a new photography studio (for documenting student work), the first research center for the department—the Center for Architecture and Remote Sensing (CARS)—and a new computer laboratory represent the chief investments and improvements made since the last NAAB visit. Gallery space will be added after the current NAAB team visit in January 2017. Details regarding these spaces are presented elsewhere in this document.

(I.2.4) Financial Resources

The fiscal health of the college is stable, within an environment of diminishing resources and fiscal support from the state. Despite an increasingly limited state budget, fiscal resources available to the department continue to increase and are adequate to meet the educational outcomes set forth by the department.

The departmental OTPS (Main Budget, for “other than personnel services”) has increased on average 15% year-over-year for the past two academic years. These resources can be encumbered and allocated for supplies, faculty development/conference travel, non-capital material purchases, and small events.

The balance in Institutional Advancement accounts have increased nearly 10-fold over the past academic year. The funds from this account can be encumbered and allocated for costs associated with the departmental lecture series, study abroad scholarships, student awards, and some student travel for presentations/conferences.

Moreover, the provost has provided additional funds through a sharp increase in adjunct budget (a nearly 400% increase over the past two academic years) and SUTRA (State University Tuition Reimbursement Account) funds that have been used to purchase additional equipment for CARS and the MakerSpace.

Capital Improvement and Furniture Budget funds (allocated by division) have increased slightly for the department over the past two years, but are generally adequate for meeting the needs of slight capital upgrades (decentralized electrical outlets/drops have been added to each of the studio spaces this year as a result of the increase in this allocation.)

The divisional budget for accreditation (ACSA dues, NAAB visiting team expenses, team room preparation) represents nearly one third of our annual allocated departmental budget.

Since the last NAAB visit, the department has implemented a small student fee that allows for student travel in each of our studio courses. This revenue offsets the cost of travel to nearby cities and locations (New York, Chicago, Rochester, Cleveland, Buffalo) for educational purposes. This fee has allowed us to better improve the hands-on educational component of our studio instruction, without incurring additional fiscal burden to the department.

2. Responses to Criterion Not Yet Met

A.1 - Communication Skills

Ability to read, write, speak and listen effectively.

Comment from previous VTR 2014: *“ARCH8716 and ARCH8776 are designated as courses meeting this SPC in the matrix; however they have not yet been offered, so the SPC is Not Yet Met. Partial evidence for this criterion is demonstrated in ARCH1013, FNAT1303 and FNAT5303 in the form of papers and research projects. Consider reassigning this SPC to earlier in the curriculum as it is foundational in nature.”*

Response from program 2016: Since the 2014 visit this SPC has been revised to *Professional Communication Skills: Ability to write and speak effectively and use representational media appropriate for both within the profession and with the general public*, and the SPC Matrix has been modified accordingly. This SPC has been reassigned beginning earlier in curriculum, and evidence will be found in courses offered during the first, second, fourth, and fifth year of the program. Evidence in the form of lectures and select portions of studio assignments will be provided to demonstrate the ability to communicate professionally in ARCH 2394-Design Fundamentals 2, ARCH 4304-Design Studio 2, ARCH 7306-Design Studio 5, and ARCH 8776-Design Studio 8.

In ARCH 2394-Design Fundamentals 2, the primary evidence demonstrating the ability required in criterion A.1 is found in all projects, where communication—verbal, auditory, graphic, and interpretative—is the underlying foundation of the Fundamentals sequence. In these courses, students engage in effective design communications through the presentation of work throughout the design process as well as at the terminal end of the design process. These critiques range from informal instructor-to-student conversations, to more formal presentations with guest and jury. Throughout all of these interactions, students are encouraged to continue to use proper design vocabulary (for example, delineating between shape as a two-dimensional construct, and form as a three-dimensional construct.) To some degree, all projects in 2394 require a significant communication component. A score of C or better indicates competence in this area.

In ARCH 4304-Design Studio 2, the primary evidence demonstrating the ability required in criterion A.1 is found in the commercial building design project for the course. Students are evaluated against nine key performance indicators including Communication where they are

expected to produce written work that exhibits purpose, organization, support and proper grammar use, verbal presentations that include a proper introduction, discussion of content and supporting information, a conclusion, and appropriate responses to audience questions, and graphic work that utilizes technically clear traditional graphic and digital drawings. Professional Communication Skills are also explored in key performance indicators that evaluate project research and analysis and presentation skills. Submissions must demonstrate competence in each of the areas indicated, and an average total score of 2.0 or more indicates at least a general level of competence for the whole project.

In ARCH 7306-Design Studio 5, the primary evidence demonstrating the ability required in criterion A.1 is found in a community planning and design project included in the course. Students are evaluated against nine key performance indicators including Communication where they are expected to produce written work that exhibits purpose, organization, support and proper grammar use, verbal presentations that include a proper introduction, discussion of content and supporting information, a conclusion, and appropriate responses to audience questions, and graphic work that utilizes technically clear traditional graphic and digital drawings. Professional Communication Skills are also explored in key performance indicators that evaluate program development and presentation skills. Submissions must demonstrate competence in each of the areas indicated, and an average total score of 2.0 or more indicates at least a general level of competence for the whole project.

In ARCH 8776-Design Studio 8, the primary evidence demonstrating the ability required in criterion A.1 is found in both a precedent study as well as professional-level presentation ability, including the ability to field complex questions and interrogation from a design jury or critic. Throughout this experience, students are challenged to speak professionally, and to address concerns about the design and design process in a straightforward but thoughtful manner.

A.2 - Design Thinking Skills

Ability to raise clear and precise questions, use abstract ideas to interpret information, consider diverse points of view, reach well-reasoned conclusions, and test alternative outcomes against relevant criteria and standards.

Comment from previous VTR 2014: *“ARCH8776 is designated as the course meeting this SPC in the matrix; however it has not yet been offered, so the SPC is Not Yet Met. Partial evidence for this criterion is demonstrated in ARCH1184 and ARCH2394, as well as ARCH8306. Consider exhibiting evidence that includes models, iterative process drawings, and other artifacts that will demonstrate design thinking longitudinally over the course of a project and/or a studio.”*

Response from program 2016: Since the 2014 visit, the SPC Matrix has been modified, and this SPC has been reassigned beginning earlier in curriculum. Evidence will be found in courses offered during the first, second, fourth, and fifth year of the program, and will include more extensive evidence of design thinking at all stages of project development. Evidence in the form of lectures and select portions of studio assignments will be provided to demonstrate the ability to use design thinking skills in ARCH 1184-Design Fundamentals 1, ARCH 3104-Design Studio 1, ARCH 8306-Design Studio 6, and ARCH 8776-Design Studio 8.

In ARCH 1184-Design Fundamentals 1, the primary evidence demonstrating the ability required in criterion A.2 is found in the final project where students are required to design a passage across a discontinuity in the landscape. Each student selects a word from an adjectival list of concept terms and researches the meaning. He/she then develops study models and sketches of representations of the adjective. Students present a more developed interim model to the class and professor with the final presentation addressing the class and guest critics. A paper is required to explain process

and changes that occurred during design development. Student success is measured by a grading rubric whose criteria have been established at the beginning of the semester. The model is assessed for design, craft, and completeness, drawings are assessed for proper presentation conventions and completeness, and the paper is assessed for content, grammar and completeness.

In ARCH 3104-Design Studio 1, the primary evidence demonstrating the ability required in criterion A.2 is found in the container project, the design of an emergency residential living environment in a recycled shipping container. A team of three students are involved. First a student is required to write a residential program based on an interview with a client (another student) who expresses the needs of his/her family in an emergency situation. The resulting written program expresses a problem statement, goals, activities and functional requirements for the family. The written program is handed to another student who undertakes the design based on the written program. The result of the design process is then discussed by all three students, using the written program as an evaluation tool to determine if the client's family needs were met.

In ARCH 8306-Design Studio 6, the primary evidence demonstrating the ability required in A.2 is found in the semester long project. A small commercial project is assigned with a site and program statement. Students are encouraged to use previously acquired knowledge to generate basic design diagrams. The diagrams are evaluated in terms of strengths and weaknesses until a selection of a workable diagram is determined. The diagrams are evaluated based on the agreement between site conditions and fulfillment of the program.

In ARCH 8776-Design Studio 8, the primary evidence demonstrating the ability required in criterion A.2 is found in a multi-faceted and sophisticated design project that requires a significant amount of research throughout the semester. This research is not limited to visual inspiration, but calls upon the student to synthesize and further develop new modes of thought and consideration about parti, archetype, and typology as well as building methods, systems, and use. Students are encouraged to read about the works and the design philosophy of leading (as well as lesser-known) architects and designers and to appropriate applicable methodologies into their design approach.

A.4 - Technical Documentation (2014 SPC B.4)

Ability to make technically clear drawings, prepare outline specifications, and construct models illustrating and identifying the assembly of materials, systems, and components appropriate for a building design.

Comment from previous VTR 2014: *“There is sufficient evidence to show that the students have the ability to make technically clear drawings. This is manifest in all of the design studio work as well as computer visualization. Although writing outline specifications is taught in ARCH 8003, there is no evidence showing that students have the ability to do this. In ARCH 5306 and 8306 in particular, there is evidence that students have built physical and computer models of components, but the evidence suggests that they do not have the ability to use these models as communication tools. The models are either showing improper assembly techniques, not enough detail to show that the student understands how the components work together, or the models are presented in a way which is unclear or uncommunicative, such as showing a structural wall section where the connection between the floor/roof structure is hidden on the back side of the wall.”*

Response from program 2016: Since the 2014 visit this SPC has been revised as B.4, and the SPC Matrix has been modified accordingly. This SPC has been reassigned to the construction technology and comprehensive studio courses. Evidence of technical documentation will be found in these courses, as well as related design studio and technical courses. Evidence in the form of lectures, examinations, lab assignments and select portions of studio assignments will be provided

to demonstrate the ability to produce appropriately detailed digital and physical models in ARCH 3014-Construction Technology 1, ARCH 4014-Construction Technology 2, and ARCH 8306-Design Studio 6. In addition, students taking ARCH 8003-Professional Practice, will be developing both Unifomat and Masterformat outline specifications in association with their comprehensive studio project.

In ARCH 3014-Construction Technology 1, the primary evidence demonstrating the ability required in criterion B.4 is found in lab assignments. Students are required to construct a BIM model of a small (2,500 square foot) 4-story masonry and wood frame structure. From that model students create a set of construction documents that include a site plan (with topography), basement, first, second and third floor loft plans, exterior elevations, building and wall sections. Also required are several three-dimensional axonometric views that exhibit the actual floor and roof framing.

In ARCH 4014-Construction Technology 2, the primary evidence demonstrating the ability required in criterion B.4 is found in lab assignments. Students are required to construct a BIM model of an 18,000 square foot two story commercial building utilizing masonry and steel framing. A complete set of construction documents and will be extracted from the model. An outline spec is assigned for one section of the project.

In ARCH 8306-Design Studio 6, the primary evidence demonstrating the ability required in B.4 is found in the semester long project. Towards the completion of the semester students are expected to incorporate the previous exercises, that require students to investigate the sub-systems of the building, and incorporate these systems into an integrated whole. A set of documents at a design development level indicate the development and integration of these systems into the project. In addition, students taking ARCH 8003-Professional Practice, will be developing both Unifomat and Masterformat outline specifications in association with their comprehensive studio project.

A.5 - Investigative Skills (2014 SPC A.3)

Ability to gather, assess, record, apply, and comparatively evaluate relevant information within architectural coursework and design processes.

Comment from previous VTR 2014: *“The work in design and history courses shows the ability to gather, record, and assess relevant information within architectural coursework. Yet, there is not sufficient evidence to show that students demonstrate the ability to apply that information in design work. For example, in ARCH 6306 students have clearly done a significant amount of gathering and recording information about vernacular architecture but the designs generated from these precedent studies do not show an understanding of these buildings or the ability to apply what they have researched to their design work.”*

Response from program 2016: Since the 2014 visit this SPC has been revised as A.3- Investigative Skills: *Ability to gather, assess, record, and comparatively evaluate relevant information and performance in order to support conclusions related to a specific project or assignment*, and the SPC Matrix has been modified accordingly. This SPC is introduced early in curriculum, and evidence will be found in seminar and studio courses offered during the first, second, fourth, and fifth year of the program, and will include examples of both investigation and application of information. Evidence in the form of lectures, written assignments and select portions of studio assignments will be provided to demonstrate the ability to use investigative skills in FNAT 2333-Survey of Design, ARCH 4304-Design Studio 2, ARCH 6306-Design Studio 4 and ARCH 6406-Studio Sorrento, and ARCH 8716-Design Studio 7.

In FNAT 2333-Survey of Design, the primary evidence demonstrating the ability required in criterion A.3 is found throughout the course journal assignments that focus on design analysis.

Students are required to *demonstrate critical analysis skills needed for understanding complex and topical design issues through a design-analysis project presented on a weekly basis*. Journal submissions must demonstrate knowledge and understanding in the indicated area, and an average grade of 1 point per entry and a C or better in the course indicates a general level of competence for that portion of the course effort.

In ARCH 4304-Design Studio 2, the primary evidence demonstrating the ability required in criterion A.3 is found in the commercial building design project for the course. Students are evaluated against nine key performance indicators including Project Research and Analysis where they are expected to use multiple, and properly cited, print and electronic resources, comparatively evaluate and apply relevant information, thoroughly investigate appropriate site context variables, and creatively presents relevant information in a well-organized fashion to demonstrate their knowledge of the site. Submissions must demonstrate competence in the area indicated, and an average total score of 2.0 or more indicates at least a general level of competence for that part of the project.

In ARCH 6306-Design Studio 4, the primary evidence demonstrating the ability required in criterion A.3 is found in the first project of investigating an “adaptive reuse” building, a building type survey. Students are required to research a local, national, or international architectural building project that involves adapting an old structure for a new use, and then present the research to their studio peers. Each PowerPoint presentation is evaluated using a ten point matrix involving time periods, sustainability, identification of key design issues, research ability, analysis diagrams, format and verbal presentation of, plans, sections, site and community relationships.

In ARCH 6406-Studio Sorrento, the primary evidence demonstrating the ability required in criterion A.3 is found in the principle project of the Sorrento studio class. Student work is evaluated against indicators which include Project Research and Analysis. Prior to the development of design alternatives for the project, students are expected to gather relevant site information, and thoroughly document their site observations with sketches, measurements and field notes. Additionally, students are required to carefully observe, sketch and analyze traditional Italian public spaces, and compile a needs assessment of the specific, tourism-based culture of Sorrento, centered on the city's ferry boat port of Marina Grande. Final project submissions must demonstrate competence in the indicated area, and an average grade of C or better indicates a general level of competence for that portion of the project.

In ARCH 8716-Design Studio 7, the primary evidence demonstrating the ability required in criterion A.3 is found in Project 1 – Thesis Abstract. Students are required to conduct focused research using print and electronic resources in order to discuss the significance of their proposed thesis, in written form, by clearly stating an issue or problem to be addressed, the significance of the issue or problem, their proposed method of inquiry, and the expected outcome of the project. Students will be required to complete a Thesis Abstract form and secure approval from one faculty mentor in addition to the instructor of the course.

A.7 - Use of Precedents (2014 SPC A.6)

Ability to examine and comprehend the fundamental principles present in relevant precedents and to make informed choices about the incorporation of such principles into architecture and urban design projects.

Comment from previous VTR 2014: *“Limited precedents are evident in ARCH 3104, Design Studio I only. The following studio work has almost no evidence of their integration into design assignments.”*

Response from program 2016: Since the 2014 visit this SPC has been revised as A.6, and the SPC Matrix has been modified accordingly. This SPC has been reassigned to two specific courses, and evidence will be found in studio courses offered during the second and fourth year of the program. However, examples of precedents being studied and applied can now be found in most every studio course offered. Evidence in the form of lectures and select portions of studio assignments will be provided to demonstrate the ability to use precedents in ARCH 3104-Design Studio 1, and ARCH 7306-Design Studio 5.

In ARCH 3104-Design Studio 1, the primary evidence demonstrating the ability required in criterion A.6 is found in project one, the research of an architect and creating a design in the manner of that architect. Students are required to research and analyze various aspects of the person or firm and present documentation and understanding of the architect's work and how the architect uses basic architectural and environmental principles in design. With that awareness each student then designs a façade in the manner of the architect and presents a relief model and rendered drawing explaining how his/her design relates to the discovered principles of their architect.

In ARCH 7306-Design Studio 5, the primary evidence demonstrating the ability required in criterion A.6 is found in the Urban Design Case Study assignment. Working in groups of two, students are required to use focused research and analysis to gain a better understanding of, and appreciation for, the design principles underlying existing urban buildings, places and neighborhoods at different scales in order to comprehend the broad scope of urban design intentions and the approaches used to implement them. They are evaluated against four key performance indicators including Precedent Research, Communication, Group Work, and Presentations Skills in the preparation and delivery of a PowerPoint Presentation and accompanying poster. Submissions must demonstrate competence in the areas indicated, and an average total score of 2.0 or more indicates at least a general level of competence for the whole assignment.

A.9 - Historical Traditions and Global Culture (2014 SPC A.7)

Understanding of parallel and divergent canons and traditions of architecture, landscape and urban design including examples of indigenous, vernacular, local, regional, national settings from the Eastern, Western, Northern, and Southern hemispheres in terms of their climatic, ecological, technological, socioeconomic, public health, and cultural factors.

Comment from previous VTR 2014: *“Two art history survey courses, FNAT 1303 and 5303, are the primary courses for this SPC. FNAT 1303 covers the entire history of architecture in a semester. Its focus is on construction and building elements in different historical periods. There is no evidence of social and cultural factors in the assignments. The course materials for FNAT 5303 included only PowerPoint presentations of student projects; no assignments, exams, readings, etc. were included in the materials for the team to review for that course.”*

Response from program 2016: Since the 2014 visit this SPC has been revised as A.7- History and Global Culture: *Understanding of the parallel and divergent histories of architecture and the cultural norms of a variety of indigenous, vernacular, local, and regional settings in terms of their political, economic, social, ecological, and technological factors*, and the SPC Matrix has been modified accordingly. Both architectural history courses have been modified to address social and cultural aspects of history in lectures, assignments, and examinations, and this understanding will be clearly demonstrated in the exhibits for each course.

In FNAT 1303-Architectural History I, the primary evidence demonstrating the ability required in criteria A.7 is found in a survey of the origins, development, and background of historically notable

architecture and sites throughout the world from the 10th century BCE to 1900. Significant architectural movements from the settlements of Jericho on the West Bank and Catal Huyuk in ancient Anatolia in the Neolithic Era through Eclecticism, the era of stylistic revivals in the late 19th century, are studied in the environments of their political, economic, technological and social contexts.

In FNAT 5303-Architectural History II, the primary evidence demonstrating the ability required in criterion A.7 is found in the weekly journal response activities as a means for describing the human importance, political, and societal impact, and ecological and technical aspects of specific periods and movements in architectural history. These independent journal entries are reinforced with in-class activities and discussions that further refine perspective on these issues. Activities focus on drawing, building, and visual interpretation of cultural and societal context and impact. Project presentations and submissions must demonstrate competence and understanding in the indicated area, and an average grade of 1 point or better indicates a general level of competence for this portion of the course.

A.10 - Cultural Diversity (2014 SPC A.8)

Understanding of the diverse needs, values, behavioral norms, physical abilities, and social and spatial patterns that characterize different cultures and individuals and the implication of this diversity on the societal roles and responsibilities of architects.

Comment from previous VTR 2014: *“Three existing courses and one not yet offered are the primary means for satisfying this SPC. FNAT 1303 covers the entire history of architecture in a semester. Its focus is on construction and building elements in different historical periods. There is no evidence of social and cultural factors in the assignments. The course materials for FNAT 5303 included only PowerPoint presentations of student projects. No assignments, exams, readings, etc. were included in the materials for the team to review. ARCH 1013 has no evidence of compliance; the syllabus was not available. ARCH 8713 Modern Architectural Theory has not yet been taught.”*

Response from program 2016: Since the 2014 visit this SPC has been revised as A.8- Cultural Diversity and Social Equity: *Understanding of the diverse needs, values, behavioral norms, physical abilities, and social and spatial patterns that characterize different cultures and individuals and the responsibility of the architect to ensure equity of access to sites, buildings, and structures,* and the SPC Matrix has been modified accordingly. Both FNAT 1303-Architectural History I and FNAT 5303-Architectural History II have been modified to address social and cultural aspects of history in lectures, assignments, and examinations, and this understanding will be clearly demonstrated in the exhibits for each course. Evidence of this SPC will also be found in the Adaptive Reuse and Historic Preservation Studios ARCH 6306-Design Studio 4 and ARCH 6406-Studio Sorrento taught both in Alfred and Sorrento, Italy respectively.

In FNAT 5303-Architectural History II, the primary evidence demonstrating the ability required in criterion A.8 is found in the second project of the semester, which explores design theory through the writings and statements of significant architects of the modern movement. Each student is assigned a specific biography or autobiography from a pre-selected list and is required to submit a 6-10 page original term paper that examines the meaning, impact, relevance, or the philosophy of the “subject” (i.e. thought leader) studied. Texts are selected to focus on issues of global culture, diversity, and sustainable urbanism and architecture. Project submissions must demonstrate knowledge and understanding in the indicated area, and an average grade of C or better indicates a general level of competence for this project.

In ARCH 6306-Design Studio 4, the primary evidence demonstrating the understanding required in criterion A.8 is found in the Adaptive Reuse Project for a specific local building. Students are

required to research the locale and history of the building and document the existing conditions. They are encouraged to maintain or propose restoration of as much as possible of the historic fabric and character while redesigning areas to satisfy new requirements and work within building code allowances and accessibility requirements.

In ARCH 6406-Studio Sorrento, the primary evidence demonstrating the ability required in **critterion A.8** is found in the principle project of the Sorrento studio class. Student work is evaluated against indicators which include Project Research and Analysis. Prior to the development of design alternatives for the project, students are required to gather site and demographic information relevant to the enhancement of the port facilities of Marina Grande. IN their project designs, students must consider the cultural diversity of Sorrento's 2 million annual tourists. Final project submissions must demonstrate understanding in the indicated area, and an average grade of C or better indicates a general level of competence for that portion of the project.

A.11 - Applied Research (2014 SPC C.1)

Understanding the role of applied research in determining function, form, and systems and their impact on human conditions and behavior.

Comment from previous VTR 2014: *“There is no evidence of compliance for research in the earlier years of the program. In the upper level studios there is scattered evidence on a project-by-project basis.”*

Response from program 2016: Since the 2014 visit this SPC has been revised as C.1-Research: *Understanding of the theoretical and applied research methodologies and practices used during the design process*, and the SPC Matrix has been modified accordingly. This SPC has been reassigned to four specific courses, and evidence will be found in seminar and studio courses offered during the first, third and fifth year of the program. However, examples can now be found in most every studio course offered. . Evidence in the form of lectures, examinations and assignments will be provided to demonstrate understanding of applied research in FNAT 1303-Architectural History I, ARCH 6306-Design Studio 4 and ARCH 6406-Studio Sorrento, and ARCH 8716-Design Studio 7. Further evidence of how research is applied to select portions of studio assignment will also be will be clearly demonstrated in the exhibits for each course.

In FNAT 1303-Architectural History I, the primary evidence demonstrating the understanding required in criterion A.8 is found in the research paper. Students are required to research a published notable building, including the history of the time period and background events associated with the structure and of the design and building processes.

In ARCH 6306-Design Studio 4, the primary evidence demonstrating the ability required in criterion C.1 is found in Project Three, a historic residential addition. Students are required to research and document a historic residential style, create a residence of that style on a given site and then design a programmed contemporary addition to that residence following National Park System historic rehabilitation guidelines. The design assessment will be with a matrix involving program/concept development, interior architecture, exterior architecture, technical knowledge and presentation skills.

In ARCH 6406-Studio Sorrento, the primary evidence demonstrating the ability required in criterion C.1 is found in the principle project of the Sorrento studio class. Student work is evaluated against indicators which include Project Research and Analysis. Prior to the development of design alternatives for the project, students are expected to gather relevant site information, and thoroughly document their site observations with sketches, measurements and field notes. Additionally, students are required to carefully observe, sketch and analyze traditional Italian public spaces, and compile a needs assessment of the specific, tourism-based culture of Sorrento,

centered on the city's ferry boat port of Marina Grande. Final project submissions must demonstrate competence in the indicated area, and an average grade of C or better indicates a general level of competence for that portion of the project.

In ARCH 8716-Design Studio 7, the primary evidence demonstrating the ability required in criterion C.1 is found in Project 2 – Case Studies. Students are required to conduct focused research using print and electronic resources in order to graphically discuss the significance of the proposed thesis project type. This will be done by presenting a series of case studies that will attempt to document appropriate projects from schematic design through construction and occupancy. Students will further identify how these case studies will inform their own method of inquiry regarding all aspects of project design and development.

B.2 - Accessibility (Included in 2014 SPC B.3)

Ability to design sites, facilities, and systems to provide independent and integrated use by individuals with physical (including mobility), sensory, and cognitive disabilities.

Comment from previous VTR 2014] (quoted in full): “ARCH 5306 is the course designated as the course meeting this SPC in the matrix; however the evidence for this criterion was not adequately demonstrated, so the SPC is Not Yet Met. Partial evidence of this criterion is demonstrated in ARCH 3003.”

Response from program 2016: Since the 2014 visit, SPC B.2 and B.5 were combined in the 2014 Conditions as B.3 - Codes and Regulations; *“Ability to design sites, facilities, and systems that are responsive to relevant codes and regulations, and include the principles of life-safety and accessibility standards,* and the SPC Matrix has been modified accordingly. Evidence in the form of lectures, examinations and assignments will be provided to demonstrate understanding of codes and regulations in ARCH 4013-Municipal Codes and Regulations and ARCH 3003, Environmental Controls. Further evidence will in the form of selected studio projects will be provided to demonstrate the ability to apply this understanding in ARCH 5305-Design Studio 3 and ARCH 8306-Design Studio 6.

In ARCH 3003, Environmental Controls, the primary evidence demonstrating the ability required in B.3 is found in the lectures related to accessible commercial plumbing fixture guidelines. Students are required to layout accessible restrooms, including path of travel, and to document existing compliant and noncompliant conditions on campus.

In ARCH 4013-Municipal Codes and Regulations, the primary evidence demonstrating the ability required in criterion B.3 is found in two assignments. Students are required to identify and state the purpose of all building, fire and accessibility code features in an assigned area of an existing campus building. The first assignment is given at the beginning of the semester just to establish a student's baseline of knowledge. The second assignment is given at the end of the semester and the student is assigned the same area of the building, however, the expectations are much greater regarding the student's ability to identify, document the purpose and provide a code reference for each item listed.

In ARCH 5306-Design Studio 3, the primary evidence demonstrating the ability required in B.3 is found in the major building design project for the semester. Code analysis work sheets are provided to students that assist each designer in evaluating code issues early in the design process. At an interim presentation, course instructors and visiting professionals, evaluate the student designs with one of the main criteria being code requirements. The feedback, stated in the comment section of the evaluation form, assists students in further development of accessibility and the life safety systems.

In ARCH 8306-Design Studio 6, the primary evidence demonstrating the ability required in criterion B.3 is found in the execution of the semester-long building design project. Students are required to individually develop buildings which are compliant with all applicable life-safety and accessibility standards, based on the current State edition of the IBC and referenced standards. Students are evaluated against nine key performance indicators including Regulatory Requirements, where they are expected to demonstrate compliance with local zoning/planning standards (as applicable); identification of building occupancy and construction type; calculation of allowable building height and area; compliant exiting (vertical and horizontal); accessibility (including exiting); Submissions must demonstrate competence in the area indicated, and an average total score of 2.0 or more indicates at least a general level of competence for that part of the project.

B.3 - Sustainability (No longer included in SPC Requirements)

Ability to design projects that optimize, conserve, or reuse natural and built resources, provide healthful environments for occupants/users, and reduce the environmental impacts of building construction and operations on future generations through means such as carbon-neutral design, bioclimatic design, and energy efficiency.

Comment from previous VTR 2014: “ARCH 7003 is the course designated as the course meeting this SPC in the matrix; however only partial evidence for this criterion was demonstrated, so the SPC is Not Yet Met. Partial evidence of this criterion is demonstrated in ARCH 3003, ARCH 7306, ARCH 6306, and ARCH 8306. The program is advised to consider designating a relevant design studio course to this criterion to complement the theoretical content found in ARCH 7003.”

Response from program 2016: Since the 2014 visit, and the revision to the 2014 Conditions, this Criterion is no longer included in the SPC Requirements. We have redoubled our efforts on integrating greater discussion of environmental issues and sustainability into ARCH 8716 Design Studio 7 and ARCH 5306 Studio 3.

B.4 - Site Design (2014 SPC B.2)

Ability to respond to site characteristics such as soil, topography, vegetation, and watershed in the development of a project design.

Comment from previous VTR 2014: “ARCH 7003 is the course designated as the course meeting this SPC in the matrix; however the evidence for this criterion was not adequately demonstrated, so the SPC is Not Yet Met. Partial evidence of this criterion is demonstrated in ARCH 3104, ARCH 7306, and ARCH 8306. Consider designating a relevant design studio course to this criterion to complement the ARCH 7003 theoretical content.”

Response from program 2016: Since the 2014 visit this SPC has been revised as B.2- Site Design: *Ability to respond to site characteristics, including urban context and development patterning, historical fabric, soil, topography, ecology, climate, building orientation in the development of a project design.* This SPC has been reassigned to two specific courses, and evidence will be found in studio courses offered during the second and fourth year of the program. However, examples can now be found in most every studio course offered. Evidence in the form of lectures and select portions of studio assignments will be provided to demonstrate the ability to consider all aspects of site design in ARCH 4304-Design Studio 2, ARCH 8306-Design Studio 6.

In ARCH 4304-Design Studio 2, the primary evidence demonstrating the ability required in criterion B.2 is found in the residential building design project for the course. Students are evaluated against nine key performance indicators including Site Development where they are expected to demonstrate clear connectivity between building and site, creative and effective

pedestrian/vehicular access and circulation, proper modification of the site grade to accommodate the new building, and a landscape design that compliments the existing conditions and site development. Submissions must demonstrate competence in the area indicated, and an average total score of 2.0 or more indicates at least a general level of competence for that part of the project.

In ARCH 8306-Design Studio 6, the primary evidence demonstrating the ability required in criterion B.2 is found in the execution of the semester-long building design project. Students are required to individually resolve all issues involving their design intervention on a specific site as it relates to their building and its' effects on the immediate environment, adjacent properties, landscape, man-made features, etc. Students are evaluated against nine key performance indicators including Site Development where they are expected to demonstrate clear connectivity between building and site, creative and effective pedestrian/vehicular access and circulation, proper modification of the site grade to accommodate the new building, and a landscape design that compliments the existing conditions and site development. Submissions must demonstrate competence in the area indicated, and an average total score of 2.0 or more indicates at least a general level of competence for that part of the project.

B.5 – Life Safety (Included in 2014 SPC B.3)

Ability to apply the basic principles of life-safety systems with an emphasis on egress.

Comment from previous VTR 2014: *“Studio and construction technology courses do not show evidence of the ability to apply the basic principles of life-safety systems. There is no evidence an understanding of egress requirements in commercial buildings and almost no projects show stairs which comply with egress requirements in the following courses: ARCH 3014, ARCH 4014, ARCH 4013, ARCH 4304, ARCH 5306, ARCH 6306, ARCH 7306, and ARCH 8306.”*

Response from program 2016: Since the 2014 visit, SPC B.2 and B.5 were combined in the 2014 Conditions as B.3-Codes and Regulations: *Ability to design sites, facilities, and systems that are responsive to relevant codes and regulations, and include the principles of life-safety and accessibility standards*, and the SPC Matrix has been modified accordingly. Evidence in the form of lectures, examinations and assignments will be provided to demonstrate understanding of codes and regulations in ARCH 4013-Municipal Codes and Regulations. Further evidence will in the form of selected studio projects will be provided to demonstrate the ability to apply this understanding in ARCH 5305-Design Studio 3, ARCH 8306-Design Studio 6, and ARCH 8776 Design Studio 8 Thesis Development.

B.6 – Comprehensive Design (2014 SPC C.3)

Ability to produce a comprehensive architectural project that demonstrates each student's capacity to make design decisions across scales while integrating the following SPC: A.2. Design Thinking Skills, A.4. Technical Documentation, A.5. Investigative Skills, A.8. Ordering Systems, A.9. Historical Traditions and Global Culture, B.2. Accessibility, B.3. Sustainability, B.4. Site Design, B.5. Life Safety, B.7. Environmental Systems, B.9. Structural Systems.

Comment from previous VTR 2014: *“The professional curriculum is not yet developed to the point where Comprehensive Design can be demonstrated in a single project. The program indicated that it is evident in early studio courses in the professional sequence, but the team found no evidence of this.”*

Response from program 2016: Since the 2014 visit, SPC B.6 was revised in the 2014 Conditions as C.3 - *Integrative Design: Ability to make design decisions within a complex architectural project while demonstrating broad integration and consideration of environmental stewardship, technical documentation, accessibility, site conditions, life safety, environmental*

systems, structural systems, and building envelope systems and assemblies, and the SPC Matrix has been modified accordingly. This SPC has been reassigned to two specific courses, and evidence will be found in studio courses offered during the second and fourth year of the program. Evidence in the form of lectures and select portions of studio assignments will be provided to demonstrate the ability to create integrative designs in ARCH 4304-Design Studio 2, ARCH 8306-Design Studio 6.

In ARCH 4304-Design Studio 2, the primary evidence demonstrating the ability required in criterion C.3 is found in the commercial building design project for the course. Students are evaluated against nine key performance indicators including Building Technology where they are expected to demonstrate a site design that responds to topography and natural features, building materials and assemblies that are represented and identified, structural systems with visible impact evident in plan and section, and a response to regulatory requirements including life safety and accessibility. Submissions must demonstrate competence in the area indicated, and an average total score of 2.0 or more indicates at least a general level of competence for that part of the project.

In ARCH 8306-Design Studio 6, the primary evidence demonstrating the ability required in criterion C.3 is found in the execution of the semester-long building design project. Students are required to individually develop and document a building of moderate complexity to a Design Development phase level, and are expected to comprehensively integrate the building program with a design parti. They are further to extend the integration to the development of the site intervention, structural solution, building systems incorporation, building envelope design, regulatory compliance, and interior and exterior architectural design. Students are evaluated against nine key performance indicators, including an evaluation of their demonstrated Design Logic through the decision-making process. Submissions must demonstrate competence in the area indicated, and an average total score of 2.0 or more indicates at least a general level of competence for that part of the project.

B.10 - Building Envelope Systems (2014 SPC B.7)

Understanding of the basic principles involved in the appropriate selection and application of building envelope systems relative to fundamental performance, aesthetics, moisture transfer, durability, and energy and material resources.”

Comment from previous VTR 2014: *“Basic knowledge at a level of awareness is provided in ARCH 4014 Construction Tech 2; none is evident in ARCH 3014 Construction Tech 1. Both courses cover a broad array of construction methods, and a more detailed and thorough analysis is therefore lacking.”*

Response from program 2016: Since the 2014 visit this SPC has been revised as B.7, and the SPC Matrix has been modified accordingly. This SPC has been assigned to two specific technical courses. Evidence in the form of lectures, examinations and assignments will be provided to demonstrate understanding of building envelope systems in both ARCH 3014-Construction Technology 1 and ARCH 4014-Construction Technology 2. Further evidence will in the form of selected lab assignments for each course will be provided to further demonstrate understanding in the lab portion of each course.

In ARCH 3014-Construction Technology 1, the primary evidence demonstrating the understanding required in criterion B.7 is found in lab assignments. Students are required to construct a BIM model of a multistory residential building. Students will be required to select envelope materials and systems that are appropriate for the location, use and function of the building.

In ARCH 4014-Construction Technology 2, the primary evidence demonstrating the understanding required in criterion B.7 is found in lab assignments. Students are required to construct a BIM

model of a multistory commercial building. Students will be required to select envelope materials and systems that are appropriate for the location, use and function of the building.

B.11 - Building Service Systems (2014 SPC B.9)

Understanding of the basic principles and appropriate application and performance of building service systems, including lighting, mechanical, plumbing, electrical, communication, vertical transportation, security, and fire protection systems.”

Comment from previous VTR 2014: “No evidence of compliance in the design studios. ARCH 3003 Environmental Controls 1 and ARCH 7003 Sustainable Building Design of selected – but not all – of the components of this SPC. For example, vertical transportation, plumbing, and security are not addressed.”

Response from program 2016: Since the 2014 visit this SPC has been revised as B.9, and the SPC Matrix has been modified accordingly. This SPC has been assigned to two specific technical courses. Evidence in the form of lectures, examinations and assignments will be provided to demonstrate understanding of building service systems in both ARCH 3003-Environmental Controls and ARCH 7003-Sustainable Building Design. Understanding will be clearly demonstrated in the exhibits for each course.

In ARCH 3003-Environmental Controls 1, the primary evidence demonstrating the understanding required in criterion B.9 is found in a series of unit examinations throughout the course with sets of questions related to lighting, mechanical, plumbing, electrical systems, vertical transportation and fire protection systems. The students’ ability will be evaluated within the context of each examination.

In ARCH 7003-Sustainable Building Design, the primary evidence demonstrating the understanding required in criterion B.9 is found in a series of unit examinations throughout the course with sets of questions related to communication, vertical transportation, security, and fire protection systems. The students’ ability will be evaluated within the context of each examination.

C.1 - Collaboration (No longer included in SPC Requirements)

Ability to work in collaboration with others and in multi-disciplinary teams to successfully complete design projects.

Comment from previous VTR 2014: “ARCH 7306 is the course designated as the course meeting this SPC in the matrix; however the evidence for this criterion was not demonstrated, so the SPC is Not Yet Met. It is not clear from the evidence exhibited the degree to which students interacted with other disciplines of study and students/faculty/practitioners. The project exhibited itself did seem conducive to meeting this criterion in the future however, if the multi-disciplinary team aspect can be introduced.”

Response from program 2016: Since the 2014 visit, and the revision to the 2014 Conditions, this Criterion is no longer included in the SPC Requirements.

C.2 – Human Behavior (No longer included in SPC Requirements)

Understanding of the relationship between human behavior, the natural environment and the design of the built environment.

Comment from previous VTR 2014: “ARCH 4304 and ARCH 5306 are the courses designated meeting this SPC in the matrix; however the evidence for this criterion was not demonstrated, so the SPC is Not Yet Met. Because this criterion is designated as “understanding” the common types of evidence include papers, research projects, quizzes and/or exams. Consider assigning this criterion to an appropriate course that can realize the correct forms of evidence in the future.”

Response from program 2016: Since the 2014 visit, and the revision to the 2014 Conditions, this Criterion is no longer included in the SPC Requirements.

C.3 - Client Role in Architecture (2014 SPC D.1)

Understanding of the responsibility of the architect to elicit, understand, and reconcile the needs of the client, owner, user groups, and the public and community domains.

Comment from previous VTR 2014: “ARCH 8003 is the course designated as the course meeting this SPC in the matrix; however the evidence for this criterion was only partially addressed, so the SPC is Not Yet Met. Consider improving the types of evidence used to demonstrate meeting this criterion in future team visits.”

Response from program 2016: Since the 2014 visit this SPC has been revised as D.1-Stakeholder Role in Architecture: *Understanding of the relationships among key stakeholders in the design process – client, contractor, architect, user groups, local community – and the architect’s role to reconcile stakeholder needs, and the SPC Matrix has been modified accordingly.* This SPC has been assigned to two specific technical courses. Evidence in the form of lectures, examinations and assignments will be provided to demonstrate understanding of the stakeholder role in architecture in both ARCH 8003-Professional Practice and ARCH 8793-Professional Development. Understanding will be clearly demonstrated in the exhibits for each course.

In ARCH 8003-Professional Practice, the primary evidence demonstrating the understanding required in criterion D.1 is found in a series of lectures and class discussions. The students will analyze the traditional role of the design professional in society and the responsibilities involved in the design of buildings and spaces. They will learn to differentiate between the various duties and tasks performed by the Owner and Architect that are required for project delivery relative to the Owner-Architect Agreement and compare the roles of the participants in the process of building design and construction relative to the Owner-Contractor Agreement. Students are evaluated through assignments, quizzes and tests to measure their comprehension.

In ARCH 8793-Professional Development, the primary evidence demonstrating the understanding required in criterion D.1 is found in a series of lectures and class discussions. The students will investigate the expanded, (and in some cases non-traditional) role of the architect in contemporary practice. In addition, students will be exposed to a series of case studies highlighting architect interaction with other user and community groups in terms of the architects’ wider responsibility to society in general. Students are evaluated through assignments, quizzes and tests to measure their comprehension.

C.8 - Ethics and Professional Judgment (2014 SPC D.5)

Understanding of the ethical issues involved in the formation of professional judgment regarding social, political and cultural issues, and responsibility in architectural design and practice.

Comment from previous VTR 2014: “ARCH 8003 Professional Practices addressed Ethics and Professional Judgment as one of five topics in a single class session. Students are surveyed about their opinions regarding ethical situations; this represents the entirety of evidence of compliance. (N.B. Although the NAAB SPC matrix identifies ARCH 8003 as meeting this criterion, the syllabus does not identify this SPC as being met in the course.)”

Response from program 2016: Since the 2014 visit this SPC has been revised as D.5-Professional Conduct: *Understanding of the ethical issues involved in the exercise of professional judgment in architectural design and practice and understanding the role of the NCARB Rules of Conduct and the AIA Code of Ethics in defining professional conduct.* This SPC has been

assigned to two specific technical courses. Evidence in the form of lectures, examinations and assignments will be provided to demonstrate understanding of ethics and professional judgment in both ARCH 8003-Professional Practice and ARCH 8793-Professional Development. Understanding will be clearly demonstrated in the exhibits for each course.

In ARCH 8003-Professional Practice, the primary evidence demonstrating the understanding required in criterion D.5 is found in a series of lectures and class discussions. Students are introduced to both ethics in general and professional ethics as they relate to the field of architecture in order to critically evaluate the ethical, social and economic basis of professional practice. They will review the NCARB Rules of Conduct and the AIA Code of Ethics, and complete an ethics survey designed to foster classroom discussion. Students are evaluated through assignments, quizzes and tests to measure their comprehension.

In ARCH 8793-Professional Development, the primary evidence demonstrating the understanding required in criterion D.5 is found in a series of student-researched case studies for class discussions. Students are required to develop a case study based on legal action by or against an architect, and identify any related ethical circumstances that may be related to the case. The students' understanding of ethical issues will be evaluated within the context of the assignment.

II.2.2 Professional Degrees and Curriculum: *The NAAB accredits the following professional degree programs: the Bachelor of Architecture (B. Arch.), the Master of Architecture (M. Arch.), and the Doctor of Architecture (D. Arch.). The curricular requirements for awarding these degrees must include professional studies, general studies, and electives. Schools offering the degrees B. Arch., M. Arch., and/or D. Arch. are strongly encouraged to use these degree titles exclusively with NAAB-accredited professional degree programs.*

Comment from previous VTR 2014: *“This criterion is nearly complete, however the visiting team identified 38 general education credit hours in the B.Arch. program as presented (pg. 42 of the APR and in team room materials). A total of 45 credit hours of general education credits are required (pg. 27, Table 1 of 2009 Conditions for Accreditation). The team predicts the curriculum review development needed to address this deficiency can occur by the next visit.”*

Response from program 2016: The department had assumed that because FNAT 1303, FNAT 5303, and potentially ARCH 1013 carried SUNY Gen. Ed. and/or LAS credit, that those courses would count toward the required 45 credit hours of general education credit. This was found not to be the case. A minor modification to the B.Arch program has been proposed to assure that this condition will be Met by the next visit. In addition to the 38 general education credit hours identified by the Visiting Team, the department proposes to change one (1) three-credit-hour Gen. Ed./LAS course to a four-credit-hour Gen. Ed./LAS course, and designate two (2) of the six (6) concentration electives as three-credit-hour Gen. Ed./LAS courses related to the concentration. This will total 45 credit hours of general education credits required for accreditation.

II.2.3 Curriculum Review and Development

The program must describe the process by which the curriculum for the NAAB-accredited degree program is evaluated and how modifications (e.g., changes or additions) are identified, developed, approved, and implemented. Further, the NAAB expects that programs are evaluating curricula with a view toward the advancement of the discipline and toward ensuring that students are exposed to current issues in practice. Therefore, the program must demonstrate that licensed architects are included in the curriculum review and development process.

Comment from previous VTR 2014: *“The visiting team gathers that faculty members participate in curriculum review development through institutional processes. The professional advisory board*

participates annually in curriculum review. The students do not formally participate in curriculum review and development, though perhaps this does happen informally due to the strong community nature of the program. Stronger evidence of participation in curriculum review and development by all stakeholders in the program should be provided by the next team visit."

Response from program 2016: The Department participates in the institutional curriculum review and development process by submitting an *Annual Academic Department Assessment Plan & Report* that includes direct Program Student Learning Outcomes (PSLO) assessment, and a Course SLO Assessment Summary Report which examines indirect progress toward meeting Course Student Learning Outcomes (CSLO). A Curriculum and Academic Standards Committee has also been established which acts as a liaison between the department and the institutional Curriculum Development and Review committee overseen by Faculty Senate.

As mentioned previously, the department is continuing to work with the Provost's office and Elaine Morsman, Director of Career Development, to update procedures regarding stakeholder surveys. At the end of the 2014-15 academic year, and with the assistance of the institution, the department will administer a Professional Advisory Board Survey, Graduate Survey, and Employer Survey. The results of these surveys will be shared with the Student Advisory Board during the Fall 2015 semester. Going forward, these surveys will be administered on a regular basis, and will become an integral part of the department's curriculum review and development process.

II.4.1 Statement on NAAB-Accredited Degrees

In order to promote an understanding of the accredited professional degree by prospective students, parents, and the public, all schools offering an accredited degree program or any candidacy program must include in catalogs and promotional media the exact language found in the 2009 NAAB Conditions for Accreditation, Appendix 5.

Comment from previous VTR 2014: *"No evidence of compliance in either the academic course catalog or on the program's website."*

Response from program 2016: Evidence that this condition has been Met can be found at <http://www.alfredstate.edu/departments/architecture-and-design/naab>. Similar information will also be found in the 2015-16 Alfred State College Catalog.

II.4.3 Access to Career Development Information

In order to assist students, parents, and others as they seek to develop an understanding of the larger context for architecture education and the career pathways available to graduates of accredited degree programs, the program must make the following resources available to all students, parents, staff, and faculty:

www.ARCHCareers.org
The NCARB Handbook for Interns and Architects
Toward an Evolution of Studio Culture
The Emerging Professional's Companion
www.NCARB.org
www.aia.org
www.aia.org
www.acsa-arch.org

Comment from previous VTR 2014: *"No evidence of compliance in either the academic course catalog or on the program's website."*

Response from program 2016: Evidence that this condition has been Met can be found at <http://www.alfredstate.edu/departments/architecture-and-design/naab>. Similar information will also be found in the 2015-16 Alfred State College Catalog. In addition, further career development information been made available through our campus intraweb at <https://my.alfredstate.edu/node/515>. This includes career preparedness information (resume, portfolio development, interviewing skills) as well as JobLink access for all students and alumni.

Moreover, two online Applied Learning Courses created through a multi-campus effort by Binghamton University, University at Buffalo, Cornell University, and SUNY Oswego are available to our students. These high-quality courses are SUNY Professional Skills Career Launch for All Majors and SUNY Professional Skills Career Launch for Engineers and Architects.

3. Causes of Concern

A. A sense of urgency.

Visiting Team Report 2014: *“The team is concerned that the emerging professional program does not yet have a sense of urgency about the process of achieving initial accreditation. While the four-year Architecture Technology program has reached a level of accomplishment, in many regards it does not meet the conditions for NAAB accreditation. There are a significant number of deficiencies, both in the Conditions and the Criteria. The program has not yet established a philosophy that embraces the critical design thinking present in professional architecture curricula; one that naturally builds upon a strong technological base.”*

Program Activities in Response 2014–2016: This deficiency, in part, can be attributed to three factors: institutional heritage (which is slow to change but is changing), physical facilities, and student capacity. We have endeavored to address all three issues. Upgrades to the physical facilities have been significant and steady over the past two academic years. They are detailed elsewhere in this report. The addition of “hands-on” laboratories and a research center have anchored the program in a manner that creates curiosity among our students and faculty, as well as a desire to learn. This integral piece has propelled our program forward quickly and notably. Students now have the ability to build and test models, methods of fabrication, and materials in a manner that had not been part of our program. More than \$50,000 in new equipment makes this possible.

We have, over the past two years, also improved our criteria for admission to the B.Arch., as well as our mechanisms for internal transfer from the AAS or BS to the B.Arch. A new “internal transfer policy” was implemented in 2015 that requires internal B.Arch. applicants to include a substantial written component in addition to the historically required portfolio. The portfolio requirement has been overhauled and the method of submission (now electronic) has provided shorter response time, and greater feedback from faculty reviewers. As a result, internal transfers as well as new students are meeting a higher standard and begin the program with greater intellectual abilities than in past cohorts. This provides the foundation for faculty to further challenge students, and, as we continue to grow, will yield more intellectually curious output, better and more critical thought, and the opportunity to add more demanding and dynamic coursework to our academic portfolio. The Guaranty Building Interpretive Center elective offered in Spring 2016 is a prime example of the growth in this regard. As an elective, the course fulfills no specific NAAB SPC, but provides an unprecedented opportunity for our students to critically examine the built environment. As we grow, and as we grow in our capacity, these opportunities will grow in kind.

These successes are learning opportunities not only for our students but our faculty and administration as well. As greater successes are recognized and celebrated, the desire for similar opportunities grows. We are still in the developmental stages of cultivating this careful shift from skills-focused technical college to critical-thinking comprehensive professional program, but we

have been making confident strides in a positive direction. In concert with our long-term departmental plan and campus strategic plan, we will continue along this positive trajectory.

B. Lack of strategic planning

Visiting Team Report 2014: *“Furthermore, the program suffers from a lack of organized planning structures to address this. Strategic planning is largely lacking at all levels: curricular changes and implementation of them, program finances, enrollment management, course staffing and faculty succession, and facilities utilization. A revision to faculty workload expectations to recognize professional achievement and research as a component for evaluation has not yet taken place.”*

Program Activities in Response 2014–2016: We have redoubled efforts over the past two academic years to address each of the points above and to more fully recognize and develop strategic plans where appropriate and when necessary. All of the plans and policies detailed in section I.1.5 are new initiatives since the previous visit:

- Staffing Plan and Planning for Continuity and Contingency, written in December 2014 and updated in April 2016.
- Admissions and Recruitment, implemented initially in 2014 and revisited each at the beginning of each academic year.
- Academic Portfolio Review, implemented in Fall 2015.
- Space Planning, begun in Fall 2014.
- Alfred State College Strategic Planning (STRATCOM), Phase I Spring 2015 and Fall 2015. Phase II Spring 2016. Full implementation, Fall 2016.
- Financial Planning and Management, including new student fee for field trip and life-learning, implemented Fall 2014. Department Policy revised Spring 2016.
- A comprehensive assessment of our full academic portfolio will commence in January 2017.

As a technical, teaching college, faculty scholarship and applied research are cornerstones of our institutional heritage, but our institutional emphasis remains—and criteria for tenure and promotion relies—largely on teaching. Despite this, an across-the-board workload reduction has been implemented in response to NAAB suggestions (reducing faculty from 18 contact hours to 15 contact hours) and professional development has been encouraged through provost initiatives and departmental funding of conferences and professional development opportunities. As retirements begin to occur, the college has also instituted a policy that allows retirees to “overlap” for one year with new hires to ensure academic continuity. Moreover, the college has developed a new faculty designation of “Faculty-Scholar” for faculty interested in and engaged in significant research endeavors. However, to be clear, Alfred State College is not a broad-based research university, and while research and scholarship is prized and encouraged, it is not a substantial mandate of our faculty to the degree that it would be at a AAU or Carnegie I-ranked research university.

C. Facilities

Visiting Team Report 2014: *“Facilities are the primary concern for students, both in the cohesiveness of program spaces in order to define program identity, and utilization of existing spaces, while strategically planning for future growth.”*

Program Activities in Response 2014–2016: As outlined in section I.2.2, Physical Resources, over the past two academic years, we have made significant improvements to the allocated space in SAMET to accommodate the B.Arch. program. Highlights include the addition of several facilities within the department:

- Digital Fabrication Lab
- Center for Architecture & Remote Sensing (CARS)
- MarkerSpace

- Digital Modeling Laboratory
- Photography Studio
- Conference Space

Spaces “belonging” to the department are clearly labeled by banners featuring the department logo and room name/number. These new spaces join a host of newly-outfitted studio spaces (rooms 402, 408, 415, 417, 424, 437). Studio spaces each include two digital workstations that allow students to wirelessly scan and print as necessary. In addition, studio facilities have been enhanced and each student is provided a dedicated workspace. Electrical “drops” have been added to each studio space to provide drop-down access to power for each work station. In concert with this significant electrical upgrade, a plan is in place to enhance the digital projection technologies in each studio space that will provide for wireless connectivity, high resolution projection, and networked two-way interaction among students in different studios and physical locations. This new digital infrastructure allows students to use their own laptops and wi-fi equipped smart phones to share information, and collaborate. Moreover, a plan is in place to enhance the furnishings of each studio room on a five-year rotating basis, this is a significant improvement over the previous cycle of replacement.

D. Cultural divide

Visiting Team Report 2014: *“A culture is starting to emerge regarding equity and value among the different programs. For example, different programs are perceived to be treated differently with respect to resources, which is a concern.”*

Program Activities in Response 2014–2016: We remain baffled by this comment, as we perceive the exact opposite to be true. If anything, students across all four degree programs have equal and unfettered access to all facilities, spaces, studios, fiscal allocations, studio fees, and resources of the department. The addition of signage clearly identifying the spaces available to students in each of our four programs makes no distinction whatsoever by program, gender, (for example we have shifted to using first-year instead of *freshman* or fourth-year in place of the perceptually pejorative upper-classmen) or class standing. This leads us to suspect that this comment may have been a momentary “growing pain” as the B.Arch. program emerged from the department which, has long since been mitigated.

Moreover, the emergence of a fledgling AIAS chapter, strongly supported by the faculty, has provided the opportunity for students from each of our programs to participate on equal footing with no regard for program standing.

Despite this criticism, we have taken to heart the fact that the B.S. and B.Arch. are—at present—similar, but very different programs. We plan to address fully differentiating the programs and the course offerings beginning with a self-study in January 2017, with planned implementation beginning in Fall 2017, which will occur in a phased manner over a 5-year period, bearing in mind the need to ensure our continued spirit of shared cooperation and equity across all programs offered by our department.

E. Finances

Visiting Team Report 2014: *“Although the college centralizes many of the program’s expenses, the team found that finances for some of the professional program’s operating expenses – guest lectures and symposia, faculty and student travel, and faculty and staff development. – are constrained.”*

Program Activities in Response 2014–2016: Since the last visit, our departmental budget has steadily increased, and the opportunities for securing additional or “special” funding have increased in kind. As noted, a studio fee was implemented in 2014 to more adequately cover the cost of significant student travel for each studio. Despite significant pushback from SUNY, we persevere and use that allocation to its fullest potential. Responsibility for encumbering and

allocating funds from departmental OTPS and State accounts, in concert with Institutional Advancement are now in fully vested in the department chair by the advice of the faculty and students. Moreover, access to institutional funds (such as SUTRA) are made available to departments and faculty on a regular basis.

F. Degree status with respect to Candidacy and Initial Accreditation

Visiting Team Report 2014: *“Finally, since the admission of the first B.Arch. students in Fall 2013 as first-year students, the program has allowed both second-year and third-year students to transfer from the four-year B.S. program into the B. Arch program. The status of the NAAB accredited degree with which these students will graduate depends on the length of the candidacy period before initial accreditation is achieved. The team is concerned that the program has not presented these circumstances clearly to the students so that the implications for their professional careers are clear.”*

Program Activities in Response 2014–2016: We have adjusted our advising mechanisms to make our NAAB candidacy status abundantly clear to students, as well as the caveat to existing students that NAAB accreditation remains in candidacy status. In addition, we have implemented a more robust policy that governs internal transfers from the A.A.S. and B.S. to the B.Arch. degree programs. This policy helps to ensure that students who choose to pursue the B.Arch. are making an informed and reasonable choice depending on their individual professional aspirations.

Section 3. Compliance with the Conditions for Accreditation

I.2.1 Human Resources and Human Resource Development

Faculty. The faculty of The Department of Architecture & Design is currently comprised of nine full-time professors and two part-time professors, with support from the civil engineering department.

	Replaced	Status
Sue Akiyama	Jeff Johnston	Full-Time, Temporary
Alex Bitterman	Mary Golden	Professor/Chair
Steve Buchanan		Part-Time, Temporary
Juan Burke	John Ball/David Snyder	Assistant Professor
Peter Callahan		Part-Time, Temporary
Rick Carlo		Professor
David Carli		Associate Professor
Joy Carlson		Professor
Bill Dean		Professor
Aparna Gopal		Part-Time, Temporary
Heinrich Hermann		On Leave, Departed in 2015
Terry Palmiter		Assistant Professor
Rex Simpson		Professor
Tabitha Sprau-Coulter		Assistant Professor, Civil Department

A current “faculty at a glance” matrix is available online at: <<https://www.dropbox.com/s/tg6q5y5l9g3ec54/Faculty%20Photo%20Matrix.pdf?dl=0>>

All faculty resumes are available online at: <https://www.dropbox.com/sh/5c3ddyp81quim51/AAAaoQoEiTe_-epX1Frnd8Fka?dl=0>

Faculty Diversity A plan is currently in place to encourage AALANA and female applicants to apply and we have made significant improvements in this arena over the past two academic years. The median individual age of the faculty is 61 years of age and a plan for continuity and replacement hiring was enacted in April 2016. The college faces global pressures (related to our physical location and relatively low starting salaries) that create an environment that make it challenging to recruit new, energetic, enthusiastic faculty. We are actively working to mitigate these challenges by recruiting part-time and adjunct “professors of practice” and by focusing on the long-term “grow our own” strategy (of mentoring and transforming adjunct instructors into full-time, tenure-track instructors). Senior administration are working urgently and rapidly to improve salary and adjunct per-course rates, and our temporary and adjunct lines are now active, engaged, and growing.

This past March, the department lost one of its long-time faculty, Jeff Johnston. For more than 40 years, Jeff was an active member of the faculty, department advocate, and fostered the development of our signature Sorrento study abroad program. In many ways, Jeff's sickness and death speaks directly to the underpinning of our small department with a very big heart. In Jeff's final days, students from all over the country traveled to see him one last time. The faculty convened faculty meetings at his bedside, and in kind, Jeff worked until his final days to offer sage advice and direction to his colleagues and mentorship to our students and alumni. Jeff's passing has been difficult for our department and his absence is neither easily nor quickly remedied. For many of our senior faculty, Jeff's planned retirement, illness, and subsequent passing served as a reminder of how quickly time passes, and perhaps—for some—that retirement should be considered and not delayed.

To address these challenges, the department endeavors to reinvigorate and ensure continuity of the faculty ranks in the following manner:

- The department requested in April 2016, a new position to be created and seek the approval to search for a new, tenure-track, faculty hire beginning as soon as possible, with an anticipated start date of January 2017. It is entirely possible that this position may wind up as a retirement replacement before the end of the 15-16 AY. This search is currently underway.
- The department will accommodate retirements among eligible faculty and will offer the "commit plus one" package that has been established as policy at Alfred State College. This will allow retirement-eligible faculty to signal their intent, while allowing them to continue for one additional year. This "bridge" will provide for greater departmental continuity and will help to minimize adjunct coverage for the foreseeable future as we cycle new faculty in and retirement-eligible faculty out.
- The department plans to request a replacement search to commence in Fall 2016. This position will serve as a replacement for the position vacated by Jeff Johnston. The search will be focused and will aim to recruit energetic faculty from the region. When filled, the current full-time temporary replacement contract will not be renewed. The anticipated start date for this position will be January 2017.
- The department will continue to define the long-term adjunct relationships that we have cultivated over the past year. Ideally, as budget allows, we will add one near-full-time temporary position that will allow coverage for first-year studio courses and will allow more senior faculty to cycle teaching through more senior studio courses.

This strategy will help to keep our faculty fresh, engaged, and invigorated while respecting the long-term commitment and investment of our most senior faculty and will provide for the greatest continuity of academic quality possible, while helping to increase our desirability among newly recruited faculty.

In addition, the department has doubled the amount of faculty development funds available to each faculty. Over the 15-16 AY, faculty have taken advantage of this funding to further refine research agenda and engage students in meaningful undergraduate research and conference participation (as in the case of Rick Carlo and CARS), testing new materials and modeling processes through the development of on campus internships for "real world" clients (as completed by Dave Carli and his elective course of students), have improved professional skillsets in adaptive reuse and historic preservation by participating in intensive seminars and conferences (Terry Palmiter, Bill Dean, Joy Carlson), have refined digital abilities and skills by completing online tutorials and courses (Joy Carlson, Sue Akiyama). Bill Dean is our resident "NCARB" expert and Architect Licensing Advisor and has participated in two NCARB-sponsored conferences over the past two years. Upon his return, Bill presents his findings and changes to the procedures to faculty and students.

Moreover, the department covers one-half the cost of professional membership to AIA, ASID, or IIDA. This has led to a greater partnership, in particular, between the three regional AIA chapters and has helped to broker the opportunity for AIA-CE credit to be granted through our lecture and film series, which serves not only the faculty and students, but the community at-large. For the foreseeable future, faculty development funding is expected to be maintained at this level.

Staff. The department shares a seasoned, full-time secretary with the Digital Media and Animation department, in an office staffed by another secretary from other departments within SAMET. This degree of coverage has proven to be sufficient for our departmental needs.

The department offers three work-study positions to eligible students. All students engaged in departmental employ during the 2014-15 and 2015-16 academic years were either protected class or AALANA students, or both.

The department shares the newly formed position of Academic Support Assistant (ASA) with the five other departments in SAMET. The ASA position works closely with Institutional Assessment and Admissions on program assessment, accreditation, and admissions.

The department also has one full-time Instructional Support Assistant (ISA) that oversees equipment and facilities in the department and offers mandatory safety training sessions to all students in the department.

Equity The institution's policies and procedures relative to EEO/AA for faculty, staff, and students is covered in section I.1.3 Social Equity of this report. In addition, an EEO/AA advocate is present at all search committee functions (including meetings, reference checks, etc.) All search committees must complete EEO/AA training before commencing search procedures. Alfred State College Policy can be found online at <<https://my.alfredstate.edu/files/policiesProcedures/05.0%20Affirmative%20Action.pdf>>.

The institution's policy regarding human resource development opportunities, such as sabbatical, research leave, and scholarly achievements and the policies, procedures, and criteria for faculty appointment can be found online at: <<https://my.alfredstate.edu/policies-and-procedures>> and are subject to the UUP collective bargaining agreement available at: <<http://uupinfo.org/negotiations/Contract2011to2016webSECUREv9.pdf>> In addition to procedural rules set by the Human Resource department are available at <<https://my.alfredstate.edu/administrative-affairs/office-of-human-resources>>.

Annual Evaluation At the end of each AY Alfred State College faculty complete an Annual Performance Plan and Report on Accomplishments that details activities in each of the key areas listed in the SUNY Board of Trustees Policies and the Policies and Procedures Manual. The plans are submitted to department chairs and are used to develop the annual department reports. The documentation of achievements and activities helps ensure that each faculty member meets the College's expectations of quality teaching and effective service. Each performance plan also documents successful achievement of student learning outcomes, includes the results of student evaluations, provides evidence of innovation in teaching, and describes contribution to program or course development. In addition, faculty performance plans document a faculty member's scholarly research, publications, professional memberships, creative activities and service to the College and local community. Alfred State College Policy can be found online at <<https://my.alfredstate.edu/files/policiesProcedures/05.0%20Affirmative%20Action.pdf>>.

Renewal, Promotion and Tenure As part of the review process for contract renewal, continuing appointment, or promotion, all teaching faculty members must submit a portfolio. Although the

review processes are different for contract renewal, continuing appointment, and promotion, all three are aligned with the SUNY Board of Trustees Policies. For example, as outlined in the Policies and Procedures Manual, the promotion process breaks faculty responsibilities into specific weighted percentages. Effectiveness in teaching is prioritized at 45%, and portfolios must include peer assessments as well as student evaluations of teaching effectiveness. Portfolios may also include grade distributions, surveys, and the development of new course materials. Mastery of subject matter (10%) may be demonstrated by advanced degrees, licenses, and honors, and awards. Continuing growth (10%) documentation in the portfolio would show evidence of reading, research, or other activities to keep abreast of current developments in the applicant's field. Scholarly ability (10%) can be demonstrated by carrying out significant research work, contribution to the arts, and reputation among colleagues. Alfred State College Policy can be found online at <<https://my.alfredstate.edu/files/policiesProcedures/05.0%20Affirmative%20Action.pdf>>.

Faculty portfolios for promotion are first evaluated by the departmental review committee, department chair, the school Dean, and then by the Faculty Senate Promotion and Continuing Appointment Committee for Alfred. Recommendations are then forwarded to the Vice President of Academic Affairs (VPAA), with the president making final decisions. A similar procedure takes place with continuing appointment applications, although the department chair does not participate in this process and in the event of a negative evaluation, the application and portfolio go directly to the president. Deans, the VPAA, and the President may also contribute to faculty personnel decisions on an individual basis depending on circumstance. The candidate is notified after each review and the SUNY Chancellor renders the final decision. Policies and procedures for tenure and promotion are located online at <<https://my.alfredstate.edu/academic-affairs/promotion-and-continuing-appointment>>. All tenure and promotion policies and procedures are subject to the UUP collective bargaining agreement available online at <<http://uupinfo.org/negotiations/Contract2011to2016webSECUREv9.pdf>>.

Planning and Communication 1:1 meetings with the faculty to discuss results of evaluations and to establish and discuss goals are scheduled at twice annually with the department chair. During these meetings the faculty APP and professional goals are discussed and CSLOs and Instructor Evaluations are reviewed. In addition, at the beginning of the academic year, each faculty member develops an Annual Performance Plan with desired goals to be reviewed by the Chair. At the end of the year the faculty member submits the report to the Chair summarizing accomplished goals. Each department also prepares an Annual Academic Department Plan & Report (AAPR) that lists assessment results and goals for the next year. These plans and reports are submitted to the chair and the Dean for review. Contract renewals for faculty on tenure track (but without continuing appointment) are completed following these meetings.

Alumni Development In addition to faculty and staff human resources, a concerted effort is being made by the department to develop a stronger structure for the B.Arch. and departmental alumni. Planned over the 2015-16 AY, the Alfred State Architecture Alumni Ambassador (AAAA) program celebrated a "soft launch" in fall 2015 and will be formally launched in fall 2016. The AAAA program asked each departmental faculty member to nominate 10 former students who have gone on to further study and/or professional practice. These new Ambassadors will provide us a mechanism for better tracking our alumni, will energize a network of champions for our program and will help to establish an instant employment and support network for our graduating students and those seeking summer employment. Moreover, the AAAA program provides a developed and more formalized mechanism for integrating our alumni and their shared experience and expertise into our program. The vision is that this network will continue to grow in coming years. As part of this initiative, five alumni have been appointed to our program advisory boards and two have served as guest speakers in our lecture and film series over the past academic year.

I.2.2 Physical Resources

Over the past two academic years, the department has made significant improvements to the allocated 18,000 square feet of dedicated space within the Engineering Technology Building (SET) and about 5,000 square feet of space elsewhere on campus (Peet Hall, EJ Brown, SLC/HOPR). Highlights since the 2014 visit include the addition of several facilities within the department which are available to all students in the department:

- Digital Fabrication Lab
- Center for Architecture & Remote Sensing (CARS)
- MarkerSpace safety training
- Digital Modeling Laboratory
- Photography Studio
- Conference Space

These new spaces join a host of newly-outfitted studio spaces (rooms 402, 408, 415, 417, 424, 437). Studio spaces each include two digital workstations that allow students to wirelessly scan and print as necessary. In addition, studio facilities have been enhanced and each student is provided a dedicated workspace. Electrical “drops” have been added to each studio space to provide drop-down access to power for each work station. In concert with this significant electrical upgrade, a plan is in place to enhance the digital projection technologies in each studio space that will provide for wireless connectivity, high resolution projection, and networked two-way interaction among students in different studios and physical locations. This new digital infrastructure allows students to use their own laptops and wi-fi equipped smart phones to share information, and provide a platform for impromptu and hands-on learning and collaboration. Moreover, a plan is in place to enhance the furnishings of each studio room on a five-year rotating basis, this is a significant improvement over the previous plan.

In addition to facilities in the Engineering Technology Building, the department maintains a 1,000 sq. ft. remote “living/learning” studio in the Peet Hall dormitory. This space serves as the NAAB Team Room in Fall 2016, and will be converted to an Department of Architecture & Design Gallery in January 2017. The Architecture & Design Department continues its living/learning activities in Peet Hall via an informal lecture and a film series that benefit all interested students in the department.

The STAR Center leadership suite in the Student Leadership Center provides a high-profile location that fosters student participation in civic engagement projects across the region and beyond.

The Hands-on Project Room (HoPR) in the Student Leadership Center provides high-bay space for students and faculty to work on larger projects.

Within SAMET, the main print and plotter room with six high-speed plotters and one high-resolution OCE plotter, along with large-scale scanning equipment; a materials lab; environmental systems and HVAC labs; the concrete lab; and many classrooms are available to all students. The main lobby and 3rd floor lobby student lounges in SET are available with benches, tables, and comfortable furniture available for students to eat, do group work, and to study together.

In addition to a small architecture periodicals and materials library and interiors materials library housed in the department for immediate access and use, the main campus Library provides access to thousands of volumes of newly purchased materials as well as online access to databases and periodicals. More information about the Hinkle Library is detailed elsewhere in this report.

Exhibit Space The college created the Llewellyn Gallery in SAMET. The gallery is well equipped to exhibit both regional and national digital art, and provides the Digital Media and Animation program

with excellent exhibit space that benefits all students in SAMET. Hinkle Library offers a large gallery space for special exhibits including an exhibit of faculty work in fall 2014. While the Architecture & Design department at present does not have a dedicated exhibit space in the SET building, the room currently in use as the NAAB team room will be converted to a fully-programmed gallery beginning in January 2017. In the interim, a temporary gallery display space has been created in the department's main corridor on the 4th floor of SET for the display of both student and professional work.

All department spaces are open for student use 24/7. MakerSpace access is provided by swipe card access after a series of mandatory safety training courses.

Space in SAMET, and on campus, is at a premium. With several significant renovation projects underway (MacKensie living/learning complex, Pioneer Center, Agriculture Building), surge space and overflow space is available only as a last resort and only in limited capacities. Therefore, for the immediate future, we must make the most of the space that has been allocated to our program, and grow our resources within this allotment. Increasingly, resource sharing and space sharing is becoming more common among departments within SAMET. The planned BIM lab and the new Digital Fabrication Lab are examples of these shared spaces that are available to all students in the department, but the costs and burdens of maintenance are shared across departments.

Future plans for relocating the department to a repurposed industrial building on campus have been discussed in general terms, but specific plans and funding for this endeavor are not yet in place and no firm commitment has been made. Realistically, the earliest feasible development in this regard could be expected by AY 2019-20.

Plans and maps of all spaces used for program instruction can be found online at <https://www.dropbox.com/sh/ya58cheem03gd01/AADWAL-QCmqlqJ0IrSFudGBYa?dl=0>.

I.2.3 Financial Resources

The fiscal health of the college is stable, within an environment of diminishing resources and fiscal support from the state. Despite an increasingly limited state budget, fiscal resources available to the department continue to increase and are adequate to meet the educational outcomes set forth by the department.

The Architecture & Design department budget is sufficient and stable enough to ensure that program student outcomes are met and decision making authority to encumber or expend funds lies solely with the department and is vested in trust with the department chair.

The Department Budget Structure consists of four main accounts, three of which the chair is vested with authority on behalf of the faculty and students. Access and management to real-time reports for department managed accounts occurs online via SMRT, the SUNY Management Resources Tool.

The departmental OTPS (Main Budget, for "other than personnel services") has increased on average 15% year-over-year for the past two academic years. These resources can be encumbered and allocated for supplies, faculty development/conference travel, non-capital material purchases, and small events.

Alfred State College has adopted a zero-based budgeting model. This means, simply, that the department (and all divisional) budgets are reset each year and financial resources are distributed on an as-needed basis at the commencement of each fiscal year. To date, this model has benefitted

Student Charges vs. Annual Costs

Revenue	1 Semester	Architecture
Tuition	\$ 3,085	\$ 1,184,640
Course Fees	\$ 106	\$ 35,722
College Fee	\$ 13	\$ 4,800
Total Revenue	\$ 3,204	\$ 1,225,162
Expenditures		
Instructional (\$ 819,370
Instructional Salaries	\$ 755,067	
Adjunct	\$ 21,011	
OTPS (allocation in 510040)	\$ 13,000	
Course Fee O/H	\$ 2,143	
Course Fee (Expended in 900063)	\$ 28,149	
Capital		\$ 0
Overhead		\$ 213,844
Utilities	\$ 17,640	
Non-Instructional Salary	\$ 12,430	
Overhead (apply % to total Revenue)	\$ 183,774	
	15%	
Total Expense		\$ 1,033,215
Net (Estimated)		\$ 191,947
Per Student Expenditure		
Instructional + Overhead / FTE Enrollment		\$ 5,381

the department significantly and ensures that our priority costs and expenditures will be adequately met.

The balance in Institutional Advancement accounts have increased nearly 10-fold over the past academic year. The funds from this account can be encumbered and allocated for costs associated with the departmental lecture series, study abroad scholarships, student awards, and some student travel for presentations/conferences and the increase of funds will allow the department to more strategically recruit guest speakers, increase the number of study abroad scholarships, and defray the cost of future student symposia. Because this account is funded by external sources, we have instituted plans to cultivate “small gift” revenue into this account from alumni donors and other Alfred State Architecture Alumni Ambassadors. Details of this program are set forth in Section 3. Compliance with the Conditions for Accreditation I.2.1 Human Resources and Human Resource Development.

Moreover, the provost has provided additional funds through a sharp increase in adjunct budget (a nearly 400% increase over the past two academic years) and additional SUTRA (State University Tuition Reimbursement Account) funds that have been used to purchase additional equipment for CARS and the MakerSpace.

Account Category	Administered by	Purpose
State	Provost	salary, fringe, capital expenditures
OTPS (Other Than Personnel Services)	Department Chair	supplies, faculty development/conference travel, non-capital material purchases, and small events.
IFR (Income Fund Reimbursable)	Department Chair	studio fees, educational field trips
IA (Institutional Advancement)	Department Chair	scholarships, lecture series, study abroad costs, meals and honoraria

Departmental funds are steady and robust. The snapshot below shows the most currently available fiscal snapshot for the Architecture & Design Department:

Capital Improvement and Furniture Budget funds (allocated by division) have increased slightly for the department over the past two years, but are generally adequate for meeting the needs of slight capital upgrades (decentralized electrical outlets/drops have been added to each of the studio spaces this year as a result of the increase in this allocation.)

The divisional budget for accreditation (ACSA dues, NAAB visiting team expenses, team room preparation) represents nearly one third of our annual allocated departmental budget.

Since the last NAAB visit, the department has implemented a small student fee that allows for student travel in each of our studio courses. This revenue offsets the cost of travel to nearby cities and locations (New York, Chicago, Rochester, Cleveland, Buffalo) for educational purposes. This fee has allowed us to better improve the hands-on educational component of our studio instruction, without incurring additional fiscal burden to the department. The snapshot below shows our current revenue and expenditure overview.

For fiscal year 15-16, the institution instituted a zero-based budget approach to creating its core operated budget. This process was designed to allow all departments the ability to advocate for the needs of their programs. Each Department Chair is given the same templates where they can uniformly document their needs and the monetary value needed to meet their objectives. The templates provide an avenue for each area's voice to be heard when the campus allocates its resources for the next fiscal year. Departments detail out what they need, how they plan to spend it, and they also have a place to request one-time funding for special initiatives. These completed templates are consolidated up to the Dean's and VP's with all the information the department's entered. This process ensures the concerns of the department reach the VP level for inclusion in budget discussions. VP's set their priorities and bring their requests to the Annual Budget Advance where President's Council reviews each priority and sets the budget for the next fiscal year.

In prior years, the process was much more "top down" and departments often saw the same allocation received from the previous year unless there was a need to cut budgets or an initiative reached the VP through other channels. This new approach doesn't award everyone what they've asked for, but it does document the needs across campus and the decisions made in finalizing the overall budget.

A 5-year departmental budget snapshot is provided below:

	11-12	12-13	13-14	14-15	15-16 (Estimated)	Total
Revenue	1,214,253	1,132,713	1,204,042	1,221,959	1,339,547	\$6,112,512
Expense	1,074,979	950,281	1,024,149	1,042,937	1,104,134	\$5,196,480
Net	139,273	182,431	179,893	179,022	235,412	\$916,031

I.2.4 Information Resources

Information resources are robust at Alfred State College and are framed by three main sources of support; the Hinkle Library provides access to printed volumes, online databases for research, and 1:1 research expertise; the digital infrastructure at Alfred State College has undergone significant upgrades over the past two years and allows all members of the campus community the opportunity to source information from the Internet and provides a reliable platform for distance learning and collaborative digital learning; and the SUNY open-source learning materials initiative.

Hinkle Library. The Hinkle Library at Alfred State College served the existing programs in architectural technology and interior design well over the past years. The introduction of the BArch degree required a significant increase in its architecture related holdings. The faculty of the Department of Architecture & Design continues to work with library staff to assure that critically needed books and magazines not currently part of the collection are being purchased at the quickest pace allowed for by the allocated funds and to ensure students have access and knowledge of the resources available.

As a library at a unit of the State University of New York, the Hinkle Memorial Library is a member of SUNYConnect, which is a consortium of libraries in the State University of New York (SUNY) System that are all part of the same library management system. The Hinkle Memorial library purchases electronic resources directly, through consortia agreements, and through SUNYConnect, a joint initiative of the Provost's Office of Library & Information Services and the libraries of the 64 SUNY campuses.

The Hinkle Memorial Library at Alfred State College has four librarians trained at schools accredited by the American Library Association. These librarians are:

- David Haggstrom, Library Director, employed by Alfred State College since 1979, and Director since 1995
- Barbara Greil, Librarian, employed by AS since 1977, recipient of the SUNY Chancellor's Award for Excellence in Librarianship, 1998–99
- Joseph Petrick, Librarian, employed at the College since 2000, recipient of the SUNY Chancellor's Award for Excellence in Librarianship, 2006–07
- Jane Vavala, Associate Librarian, employed at the College since 2004, recipient of the SUNY Chancellor's Award for Excellence in Librarianship, 2012–13

The Library also currently employs three instructional support assistants, and four clerical staff.

The Hinkle Library is committed to supporting the various curricula in the School of Architecture, Management and Engineering Technology (SAMET), as well as the two other schools of the college. The librarians encourage involvement by faculty in the development and maintenance of materials relevant to these programs within the means of the library budget.

The Hinkle Library holds 38,488 titles, of which there are now 2079 monograph titles and 133 videos in the Library of Congress NA (Architecture) section. The library has access to 209 architectural journals in electronic format, and spent \$1024.94 in print serial subscriptions in architecture in the 2015-16 fiscal year. During the 2014-15 fiscal year the library acquired 145 monograph titles in LCNA at a cost of \$4938; during the 2015-16 year the library to date has acquired 134 monograph titles in LCNA at a cost of \$5177.22.

The library has the following available to all students:

- 61 computers available for student use
- Electronic classroom available
- 10 laptop computers available for loan
- Newly-refreshed, High-Speed, High-Throughput WiFi connectivity

The Hinkle Library also houses the Jean B. Lang Western New York Historical Collection, the primary focus of which is local history and which has a small collection of materials in architecture, including monographs as well as photographs and slides relating to the architectural use of terra cotta.

Alfred State College students and faculty have full access to the Herrick and Scholes Libraries at Alfred University, both within easy walking distance of Alfred State. The Scholes Library has an extensive engineering and technology collection to support its masters and PhD programs, including a substantial collection of monographs in architecture. The Herrick Library holds over 150,000 monograph titles, and the Scholes Library holds over 84,000 monograph titles.

Departmental staff will continue to work with the Hinkle Library staff to select these materials to support the architecture curriculum. These resources will encompass works of recognized authors in the subject areas of architecture, design and related fields including books, print and/or online journal subscriptions, visual materials such as DVDs, and relevant online indices and databases.

Statement by the Librarian The Hinkle Memorial Library is open 87 1/2 hours per week. The Information Desk is staffed all hours the library is open. There are 61 student access computer terminals and two printers on the main floor. Two scanners and a photocopier are available. If needed, students can use the 24 computer terminals in the library's electronic classroom. Since the library has wireless connectivity, students can use their own laptops or borrow laptop computers at the Circulation Desk. The library offers designated areas for quiet study as well as group study.

Services available to the Architecture Department and the college community include:

1. Information Literacy The library offers custom library instruction classes where students learn effective research strategies and how to use the library's electronic and print resources. The librarians will collaborate with faculty to provide specialized instruction and assessment. For each class, the librarians also design and provide a specific online guide that directs students and faculty to the best library sources for the assignment. Students have 24 hour remote access to these guides and resources. The link for the Architectural Library Guide may be found at: <http://libguides.alfredstate.edu/architecture>.
2. Online Auto Tutorials Subject and task specific online tutorials have been created by the instruction librarians, and are linked on the online library guides mentioned above. The library has just acquired a program that will enable the instruction librarians to create online, interactive instruction tutorials.
3. Reference Reference and Information Services are located on the main floor of the Library. The Information Desk is staffed all hours the library is open. Both walk-in and in-depth reference services are available. In addition, students and faculty email reference questions via the library's website.

4. Departmental Liaison Program The library offers a partnership with faculty and administrators to solicit input for the acquisition of library materials and services and research instruction.
5. Interlibrary Loan Materials that are not available in the Hinkle Library at AS, the Herrick Library at Alfred University, or the Scholes Library at the SUNY College of Ceramics at Alfred University may be requested from other state, national and international libraries.
6. Course Reserves Faculty may request that relevant materials from the library's collection or from their personal collections be assigned to reserve shelves for student use. Students may checkout reserve materials for use in the library only.

Digital Technologies and Infrastructure. In addition to the holdings and resources available through the Hinkle Library, the college has invested a significant amount in the development of its digital information technology infrastructure at the Alfred campus. The technology master plan currently in place, called for a significant increase in the number of WiFi hotspots across campus and greater throughput across our broadband connection. Previously, WiFi access was limited to “hotspot” areas within certain buildings on campus, Alfred State College is now well on its way toward campus coverage (including outside common areas) with high-speed, redundant-provider, Wi-Fi access.

Plans are in development that will provide a roadmap for the existing campus network to accommodate 10Gig backbone and 1Gig to the desktop. This will include upgrades to the fiber optic backbone for data/phone/CATV as well as firewall/switches/routers/ups and will be particularly helpful in boosting the distributed computing capacity of the new CARS research center.

In addition, the college has invested significantly in migrating Blackboard to a stable and reliable server environment. Blackboard hosting has been moved from a limited-access on-campus server to a Blackboard, Inc.-hosted server farm that guarantees 99.9% “up-time” for student and faculty access. With this move came the costly subscription to access (for all students and faculty) the educational learning tools provided by lynda.com. For 20 years, lynda.com has helped students, and teachers build software, creative, and business skills. Sourcing content from the world’s best instructors and thought leaders, lynda.com production standards are second to none. And with tools that move quickly to market, lynda.com has grown our online video-based content library to include thousands of engaging course modules that serve more than 10,000 organizations. With offices on four continents and tutorials in five languages, lynda.com is a global platform for success.

As the SUNY institutional procurement process for digital software remains challenging, a greater emphasis is being placed on affordable and open-source software options. All AutoDesk products are available to students free of charge, and graphics software open-source alternatives (such as the industry-crated Scribus) are proving successful and affordable alternatives for our students. In addition, the department has created a shared database of relevant and up-to-date links that help students to access online tools (such as Sweet’s Catalog), information about graduate study, career development tools, and access to the top architecture and design blogs and periodicals. This database is made available seamlessly to any student using Google Chrome-compatible Internet browsers.

Open Source Learning Tools. The department faculty are sensitive to the costs of procuring tools, textbooks, and software required for the professional study of architecture. Student and faculty leaders at SUNY have highlighted the importance of providing free textbooks and or open-source learning materials. A recent SUNY Buffalo State study, found that 75 percent of students do not purchase required textbooks because they cannot afford them, and that 25 percent of students have withdrawn from a course due to textbook costs.

"No student should have to forgo a full educational experience due to an inability to purchase grossly overpriced textbooks," said Thomas D. Mastro, president of the SUNY Student Assembly. "The statistics are staggering in terms of the steep increases in textbook prices over the last few decades when compared with rates of inflation and income. We need to invest in open access texts, print on demand technologies, digital textbooks, and have a greater collaboration with faculty, publishers, and college bookstores in order to ensure our students are getting the best education possible."

In concert with an ongoing effort by the SUNY Chancellor and SUNY Central, Alfred State College is responding to the need for better integrating open-source educational materials into the architecture curriculum. The Department of Architecture & Design is leading the campus in this charge. In addition to what is available by our program and on the Alfred State College campus, Open Education Resources (OER) at SUNY can be found at <http://opensunyals.org/>, and include:

- Open SUNY Textbooks, an open access textbook publishing initiative established by the libraries of SUNY Geneseo, SUNY Brockport, the College of Environmental Science & Forestry, SUNY Fredonia, Upstate Medical University, and the University at Buffalo. To date, 14 textbooks have been published and 12 more are in-process. In the past year, these have been downloaded more than 72,000 times.
- Two Applied Learning Courses created through a multi-campus effort by Binghamton University, University at Buffalo, Cornell University, and SUNY Oswego. The courses are SUNY Professional Skills Career Launch for All Majors and SUNY Professional Skills Career Launch for Engineers and Architects.

I.2.5 Administrative Structure & Governance

The administrative structure at Alfred State College, compared to larger universities and other colleges is flat, inclusive, collegial, and informal. Senior administration and leadership at the decanal and department chair level are "working administration," not "executive administration" and remain easily accessible and engaged in departmental affairs. The degree of mid-level administrative bloat increasingly prevalent at other institutions is not an issue for Alfred State College. Instead, all faculty and staff are invited to participate in governance at Alfred State College. Alfred State College is a member of the technology sector within the State University of New York (SUNY) system. SUNY's leadership structure consists of a Chancellor, Board of Trustees, System Administration Senior Staff, and Campus Presidents — each official working together in his or her capacity to advance the mission and vision of the SUNY, and its strategic plan, The Power of SUNY. An Alfred State College organizational chart can be found online at: <http://my.alfredstate.edu/files/downloads/Organization%20Chart%20-%20College%20Jan%202016%20R2.pdf>

Local SUNY authority is vested in the College Council, an advisory group to the President of the College, which is appointed by the Governor. The Council provides local advice regarding the operations and affairs of the College. Assisting the Council in its deliberations are representatives from the student body, the faculty, community members, and the alumni association. The Trustees have delegated specific authority to the Council for the following:

- consider regulations governing the care and management of campus buildings, grounds and equipment;
- consider regulations governing the conduct and behavior of students;
- determine the naming of campus buildings and grounds;
- make recommendations regarding the appointment of the President of the College;
- review proposed academic program changes; and
- approve candidates for degrees.

College council minutes, notes, and other information about the council can be found online at: <http://www.alfredstate.edu/about-us/college-administration/college-council-members>

The Department of Architecture & Design meets every other week to discuss pertinent matters relevant to the department. In addition, the department has seven active committees and one study group:

- Curriculum and Academic Standards, Dave Carli
- Facilities and Equipment, Kevin Tucker
- Promotion and Tenure, Bill Dean
- Search Committee, Alex Bitterman
- Scholarships, Awards, and Recognition, Joy Carlson
- Lecture and Film Series, Bill Dean, Alex Bitterman, Dave Carli
- Study Abroad, Rick Carlo and Rex Simpson
- LUG and ALA Study Group, Bill Dean

The Department of Architecture & Design is one of six departments in SAMET. In addition the Architecture & Design department chair is a member of Academic Affairs Collaborative Team (AACT) and the SAMET Chairs's Council.

In addition to departmental meetings and governance, the Faculty Senate at Alfred State College is the chief representative governing body of the Faculty at-large at Alfred State College. The Senate is empowered to recommend policy relating to matters dealing with faculty affairs, student academic affairs, and matters of general faculty concern. Our faculty senator for AY 14-15 was Dave Carli, our faculty senators for AY 15-16 was Bill Dean. Senate meetings are open to all faculty and staff on campus.

The SUNY University Faculty Senate functions in an advisory capacity to the Chancellor of the University. The Senate membership includes elected representatives from each of the State-operated units and contract colleges. The Senate serves a University-wide purpose providing a forum for the interchange of ideas and the consideration of matters of mutual interest to the faculties of the University.

All faculty are members represented by United University Professions (UUP). Faculty members are active in attending campus union activities, one faculty member is a delegate and regularly attends delegate assemblies and provide faculty with information about opportunities. Information is brought back to campus and shared with all department faculty.

In addition, faculty are called upon to serve on campus-wide committees. Alex Bitterman is co-chair of the STRATCOM effort. All full-time faculty currently serve or have served on a school or college committee in the past 5 years.

Like faculty, students are encouraged to take an active role in departmental affairs, governance, and campus affairs. Students participate in campus committees and there is student representation from the Architecture & Design department on the STRATCOM committee. Students through the STAR Center and AIAS/Architecture Club are given the opportunity to hold class offices that provide professional development and leadership opportunities.

II.1.1 Student Performance Criteria

The BArch program at Alfred State College is founded on the following principles:

- Expanding on our established strengths in architectural technology and civic engagement
- Combine immersion in architecture with the liberal arts/humanities

- Socially aware and responsible design and good design for the social good
- Sustainability, construction technology and integrated project delivery.

This provides the basic structure for B.Arch. course work over five years:

Year 1 serves as a broad introduction to inquiry, exploration, and building confidence as well as competence. Students are introduced to the culture of architecture and design broadly through general education courses as well as through the 'Design Fundamentals' sequence. In these courses students engage in tectonic exploration, design communication, and come to understand the interconnectivity of the design disciplines (such as graphic and digital design) 'History of Architecture I,' places these skills in a broader cultural context which is augmented by other general education/humanities courses). Skill sets and confidence are cultivated in the Computer Visualization course and labs. Civic engagement and social responsibility is a thread that runs gently through the entire first year experience and ideally piques an interest and awareness that continues throughout the program.

Year 2 focuses on technical development. Parallel to expanding the design sequence (Design Studio 1, on 'design methods,' and 2, on 'problem solving') and general education/humanities courses (also Effective Speaking), technical subjects are introduced, including Construction Technology 1 and 2, Environmental Controls, Structural Technology, and Municipal Codes and Regulations. The potential for further civic engagement is explored both in the technical subjects and the studios and students are coached and encourage to engage summer employment as a means of progressing toward intern development and eventually licensure.

Year 3 begins to expand to a global view. This happens in both of the first advanced studios Design Studio 3 focuses broadly on a civic design challenge, and Design Studio 4 on adaptive reuse/historic preservation, where through introductory case studies from both the Western and Non-Western world form the repertory of design parameters considered. Additional electives in the humanities and 'other world civilizations' assist in this effort. On the focused professional side, Concrete Construction is introduced. By the fifth semester, students will have chosen a concentration area. Students in this year also begin to engage study abroad experiences including Sorrento, Estonia, Costa Rica and other options offered within SUNY. Each semester, from the fifth through the tenth, students select one elective course in their chosen field of concentration.

Year 4 focuses intensely on urban design, community involvement, social responsibility, and sustainability. The advanced Design Studios 5 and 6 focus respectively on a regional urban design/rejuvenation challenge, typically in the region, but with a global view (also via case studies), and on sustainability/ comprehensive design. In general education they are supported by American History and Technical Writing, and more focused professionally by a Sustainable Building Design and Professional Practice course, while the Concentration Electives round out that year.

Year 5 serves as the synthesis of the Alfred State College architecture education. The final advanced Design Studios 7 and 8 focus respectively on thesis definition in a sustained exploration, resulting in a fully developed project supported by a comprehensive written paper. The actual design thesis allows students to formulate a complex independent project supported by department faculty. On the general education/humanities side, Modern Architectural Theory supports the thesis definition studio, while Advanced Structural Concepts and Professional Development round out the thesis effort, which may also be fed from a variety of angles via the concentration electives. A palpable sense of civic engagement, hands-on learning, field research, and social responsibility is expected as a component strongly evident in the thesis project.

Student Performance Criterion – A.1

Criterion Description: “Professional Communication Skills: Ability to write and speak effectively and use representational media appropriate for both within the profession and with the general public.”

Primary courses in which criterion is fulfilled: **ARCH 2394 Design Fundamentals 2, ARCH 4304 Design Studio 2, ARCH 7306 Design Studio 5, and ARCH 8776 Design Studio 8.**

In **ARCH 2394**, the primary evidence demonstrating the ability required in criterion A.1 is found in all projects, where communication—verbal, auditory, graphic, and interpretative—is the underlying foundation of the Fundamentals sequence. In these courses, students engage in effective design communications through the presentation of work throughout the design process as well as at the terminal end of the design process. These critiques range from informal instructor-to-student conversations, to more formal presentations with guest and jury. Throughout all of these interactions, students are encouraged to continue to use proper design vocabulary (for example, delineating between shape as a two-dimensional construct, and form as a three-dimensional construct.) To some degree, all projects in 2394 require a significant communication component.

Additionally, the first project in the **ARCH 2394** curriculum is communication-intensive. In this project, students are asked to conduct a simple precedent study on a “design thought leader” (a notable architect or designer) chosen from a list. This project requires the students to engage library resources and find physical (archival, bibliographic, or other resources) records of the work of the assigned thought leader. This project is designed to remove students from the “digital comfort zone” and encourage them to “discover” sources of information that may be new to them. The project asks the students to thoroughly digest this research, synthesize the information, and represent a 24x60” poster that highlights the work and philosophy of the design thought leader. In this way students are not only engaged in the passive search for information, but touch upon all aspects of the communications continuum from research to graphic and visual presentation.

In **ARCH 4304**, the primary evidence demonstrating the ability required in criterion A.1 is found in Project 2, a residential building design project for the course. Students are evaluated against key performance indicators including Communication where they are expected to produce a written programming document that exhibits purpose, organization, support and proper grammar use, verbal presentations that include a proper introduction, discussion of content and supporting information, a conclusion, and appropriate responses to audience questions, and graphic work that utilizes technically clear traditional graphic and digital drawings. Submissions must demonstrate competence in each of the areas indicated, and an average total score of 2.0 or more indicates at least a general level of competence for the whole project.

In **ARCH 7306**, the primary evidence demonstrating the ability required in criterion A.1 is found in Project 2 – Community Visualization Study. Students are evaluated against key performance indicators including Communication where they are expected to produce a written programming document that exhibits purpose, organization, support and proper grammar use, verbal presentations that include a proper introduction, discussion of content and supporting information, a conclusion, and appropriate responses to audience questions, and graphic work that utilizes technically clear traditional graphic and digital drawings. Submissions must demonstrate competence in each of the areas indicated, and an average total score of 2.0 or more indicates at least a general level of competence for the whole project.

In **ARCH 8776** ability is evidenced in periodic refinements to the written program document started in ARCH 8716 and periodic oral and graphic presentations of the design project. Students submitted two updated draft programs and a final written program document, which is a component to the final thesis project. This criterion is also reinforced through periodic verbal and graphic

student presentations to their peers, faculty and visiting critics. When not presenting, students attend all peer reviews, listening and providing verbal comments to classmates.

In **ARCH 8793**, the primary evidence demonstrating the ability required in criterion A.1 is found in both a precedent study as well as professional-level presentation ability, including the ability to field complex questions and interrogation from a design jury or critic. Throughout this experience, students are challenged to speak professionally, and to address concerns about the design and design process in a straightforward but thoughtful manner. Over the course of the semester, students present (with increasing detail and intensity) their work. Evidence of this effort is presented in posters and portfolio from students enrolled in the course.

Student work from these courses will also be used to assess student achievement in meeting Program Student Learning Outcome 7.

Student Performance Criterion – A.2

Criterion Description: “Design Thinking Skills: Ability to raise clear and precise questions, use abstract ideas to interpret information, consider diverse points of view, reach well-reasoned conclusions, and test alternative outcomes against relevant criteria and standards.”

Primary courses in which criterion is fulfilled: **ARCH 1184 Design Fundamentals 1, ARCH 3104 Design Studio 1, ARCH 8306 Design Studio 6, and ARCH 8776 Design Studio 8.**

In **ARCH 1184**, the primary evidence demonstrating the ability required in criterion A.2 is found in the “wire” project where students are required to *design* a three dimensional sculpture from wire. Each student creates a shelter for an object (which is typically some sort of linear element). The student then develops a series of models, sketches, and drawings of this design. Students present a more developed interim model to the class and professor with the final presentation addressing the class and guest critics. A written component is required to explain the process and reasoning that occurred during design development. Student success is measured by a grading rubric whose criteria have been established at the beginning of the semester. The model is assessed for design, craft, and completeness, drawings are assessed for proper presentation conventions and completeness, and the paper is assessed for content, grammar and completeness.

In **ARCH 3104**, the primary evidence demonstrating the ability required in criterion A.2 is found in the container project, the design of an emergency residential living environment in a recycled shipping container. A team of three students are involved. First a student is required to write a residential program based on an interview with a client (another student) who expresses the needs of his/her family in an emergency situation. The resulting written program expresses a problem statement, goals, activities and functional requirements for the family. The written program is handed to another student who undertakes the design based on the written program. The result of the design process is then discussed by all three students, using the written program as an evaluation tool to determine if the client’s family needs were met. Each project and associated lectures place emphasis on design and graphic thinking skills. Reading assignments from the required book, *Graphic Thinking for Architects and Designers*, also reinforce student Ability.

In **ARCH 8306**, the primary evidence demonstrating the ability required in A.2 is found in the semester long project. A small commercial project is assigned with a site and program statement. Students are encouraged to use previously acquired knowledge to generate basic design diagrams. The diagrams are evaluated in terms of strengths and weaknesses until a selection of a workable diagram is determined. The diagrams are evaluated based on the agreement between site conditions and fulfillment of the program.

In **ARCH 8776**, the primary evidence demonstrating the ability required in criterion A.2 is found in a multi-faceted and sophisticated design project that requires a significant amount of research throughout the semester. This course reinforces the work, analysis, and refinement of the three design alternatives developed in ARCH 8716 – Thesis Definition. The first presentation of the semester includes one schematic design and refined site analysis. With input from faculty and outside critics, students are required to interpret, consider and conclude which comments to incorporate. Case studies of similar project types are encouraged and discussed with each student throughout the semester. Students use building codes and LEED criteria to benchmark their projects against defined standards. A final digital, graphic and verbal presentation incorporates all facets of A.2.

Student work from these courses will also be used to assess student achievement in meeting Program Student Learning Outcome 8.

Student Performance Criterion – A.3

Criterion Description: “Investigative Skills: Ability to gather, assess, record, and comparatively evaluate relevant information and performance in order to support conclusions related to a specific project or assignment.”

Primary courses in which Criterion is fulfilled: **ARCH 1013 Introduction to Design, ARCH 4304 Design Studio 2, ARCH 6306 Design Studio 4/ARCH 6406 Studio Sorrento, and ARCH 8716 Design Studio 7.**

Though no longer offered, in ARCH 1013, the primary evidence demonstrating the ability required in criterion A.3 is found in Project 1 – Design Analysis. Students were required to *demonstrate critical analysis skills needed for understanding complex and topical design issues through a design-analysis project* chosen by each student from several options. Project submissions must demonstrate knowledge and understanding in the indicated area, and an average grade of C or better indicates a general level of competence for that portion of the project. This course is no longer required

In **ARCH 4304**, the primary evidence demonstrating the ability required in criterion A.3 is found Project 3, a commercial building design project for the course. Students are evaluated against key performance indicators including Site Exploration/ Analysis where they are expected to use multiple, and properly cited, print and electronic resources, comparatively evaluate and apply relevant information, thoroughly investigate appropriate site context variables, and creatively presents relevant information in a well-organized fashion to demonstrate their knowledge of the site. Submissions must demonstrate competence in the area indicated, and an average total score of 2.0 or more indicates at least a general level of competence for that part of the project.

In **ARCH 6306**, the primary evidence demonstrating the ability required in criterion A.3 is found in the first project of investigating an “adaptive reuse” building, a building type survey. Students are required to research a local, national, or international architectural building project that involves adapting an old structure for a new use, and then present the research to their studio peers. Each PowerPoint presentation is evaluated using a ten point matrix involving time periods, sustainability, identification of key design issues, research ability, analysis diagrams, format and verbal presentation of, plans, sections, site and community relationships.

In **ARCH 6406**, the primary evidence demonstrating the ability required in criterion A.3 is found in the principle project of the Sorrento studio class. Student work is evaluated against indicators which include Project Research and Analysis. Prior to the development of design alternatives for the project, students are expected to gather relevant site information, and thoroughly document their site observations with sketches, measurements and field notes. Additionally, students are required

to carefully observe, sketch and analyze traditional Italian public spaces, and compile a needs assessment of the specific, tourism-based culture of Sorrento, centered on the city's ferry boat port of Marina Grande. Final project submissions must demonstrate competence in the indicated area, and an average grade of C or better indicates a general level of competence for that portion of the project.

In **ARCH 8716**, the primary evidence demonstrating the ability required in criterion A.3 is found in Assignment 1 – Thesis Argument. Students are evaluated against key performance indicators including Precedent Research/Application where they are required to discuss the significance of their proposed thesis, in written form, by clearly stating an issue or problem to be addressed, the significance of the issue or problem, their proposed method of inquiry, and the expected outcome of the project as part of a thesis abstract form.

Student work from these courses will also be used to assess student achievement in meeting Program Student Learning Outcome 6.

Student Performance Criterion – A.4

Criterion Description: “Architectural Design Skills: Ability to effectively use basic formal, organizational, and environmental principles and the capacity of each to inform two- and three-dimensional design.”

Primary courses in which criterion is fulfilled: **ARCH 5306 Design Studio 5 and ARCH 7306 Design Studio 7**.

In **ARCH 5306**, the primary evidence demonstrating the ability required in A.4 is found in the major building design project for the semester. After some preliminary investigations of form and alternative diagram generation other factors impacting the design are introduced. Through the use of short, two week vignettes, students are asked to explore the human interactions with the spaces they create, structural building technology within the project and the quality of light. Each vignette exercise is presented to the class and evaluated based on a rubric with criteria specific to those studies. At the final presentations student are evaluated on their ability to identify options, make informed decisions and incorporate appropriate systems, materials and technology into a well-crafted project.

In **ARCH 7306**, the primary evidence demonstrating the ability required in criterion A.4 is found in Project 3, a building design project included in the course. Students are evaluated against key performance indicators including Design Process/Concept Generation where they are expected to investigate multiple design alternatives, utilize sketches, diagrams and study models throughout design, identify clear design concept(s) based on abstract thinking, and show the relationship of architectural development to conceptual ideas. At the end of the project, students submit a design portfolio that demonstrates their iterative process for evaluation.

Student work from these courses will also be used to assess student achievement in meeting Program Student Learning Outcome 2.

Student Performance Criterion – A.5

Criterion Description: “Ordering Systems: Ability to apply the fundamentals of both natural and formal ordering systems and the capacity of each to inform two- and three dimensional design.”

Primary courses in which criterion is fulfilled: **ARCH 1184 Design Fundamentals 1 and ARCH 2394 Design Fundamentals 2**

In **ARCH 1184**, the primary evidence demonstrating the ability required in criterion A.5 is found in both the lecture materials and lab exercises throughout the course. Students are introduced to systems of scale, hierarchy, figure-ground, pacing and massing as a means for exploring visual and spatial order in the design of architectural and volumetric space, as well as to hierarchy and readability as a means for understanding visual order in two-dimensional and graphic space. Throughout all interactions, students are encouraged to engage the proper design vocabulary (for example, delineating between shape as a two-dimensional construct, and form as a three-dimensional construct) which reinforce the basic understanding of ordering and ordering systems.

In **ARCH 2394**, the primary evidence demonstrating the ability required in criterion A.5 is found in the cubes and totem project in which students are called upon to fabricate 10 identical cubes from a prescribed material (each student is assigned a unique material). The cubes must be “perfect.” After fabricating the cubes (which involves ordering in the process by which the cubes are fabricated), the students present and inspect the cubes. These cubes are then distributed to the students so that each student has about 8-10 cubes made from different materials. The second phase of the project calls upon the students to construct a totem from these cubes. The materials must be ordered and joined without using glue. Therefore, the student is called upon to reverse-design the process by which the original cubes were constructed. This tectonic exploration aids the student in understanding materiality but also the means by which materials are co-joined and ordered. Students draw and draft the cubes and totems, and are called upon to submit final images that explore light, shade, and shadow. Students are required to consider issues of primary and secondary volume of space defined by architectural elements arranged and influenced by their understanding of natural and formal ordering principles and systems studied in the preceding exercises and previous studio course. Their work is evaluated in a series of desk critiques during project development and a final presentation at the end of the semester.

Student work from these courses will also be used to assess student achievement in meeting Program Student Learning Outcome 2.

Student Performance Criterion – A.6

Criterion Description: “Use of Precedents: Ability to examine and comprehend the fundamental principles present in relevant precedents and to make informed choices about the incorporation of such principles into architecture and urban design projects.”

Primary courses in which criterion is fulfilled: **ARCH 3104 Design Studio, FNAT 5303 Architectural History II, 1 and ARCH 7306 Design Studio 5.**

In **ARCH 3104**, the primary evidence demonstrating the ability required in criterion A.6 is found in project one, the research of an architect and creating a design in the manner of that architect. Students are required to research and analyze various aspects of the person or firm and present documentation and understanding of the architect’s work and how the architect uses basic architectural and environmental principles in design. With that awareness each student then designs a façade in the manner of the architect and presents a relief model and rendered drawing explaining how his/her design relates to the discovered principles of their architect. The second phase of that assignment is to produce a façade drawing and bas-relief model indicative of the selected architect. This not only develops the ability to use precedent but work as a history lesson to the entire class.

In **FNAT 5303**, the primary evidence demonstrating this ability is evident in the semester term paper. Students select from a pre-determined list of biographies and autobiographies that examine thought leaders and luminaries in modern architecture. Students are asked—after reading the prescribed book—to briefly summarize the main themes book, focusing on the path the architect

took toward practicing architecture. Students are asked to interpret and contextualize the contributions that the architect made to modern architecture, and asked to specifically evaluate whether Is this person and their work is still relevant today with an emphasis on the contribution made to the social good. Conversely, students can argue (with appropriate evidence) how the work of their selected architect damaged society. Students are called to justify specific reasons while using reasonable examples to support their argument. Papers are discussed and presented in class. Graded according to a rubric, a grade of C or better indicates competence in this criteria.

In **ARCH 7306**, the primary evidence demonstrating the ability required in criterion A.6 is found in the Urban Design Case Study assignment. Working in groups of two, students are required to use focused research and analysis to gain a better understanding of, and appreciation for, the design principles underlying existing urban buildings, places and neighborhoods at different scales in order to comprehend the broad scope of urban design intentions and the approaches used to implement them. They are evaluated against key performance indicators including Precedent Research, Communication, Group Work, and Presentations Skills in the preparation and delivery of a PowerPoint Presentation and accompanying poster.

Student work from these courses will also be used to assess student achievement in meeting Program Student Learning Outcome 3 and was most recently formally assessed in AY 14-15.

Student Performance Criterion – A.7

Criterion Description: "History and Global Culture: Understanding of the parallel and divergent histories of architecture and the cultural norms of a variety of indigenous, vernacular, local, and regional settings in terms of their political, economic, social, ecological, and technological factors."

Primary courses in which criterion is fulfilled: **FNAT 1303 Architectural History I and ARCH 5303 Architectural History II, and ARCH 8733 Modern Architectural Theory.**

The primary evidence demonstrating the ability required in criteria A.7 is found in **FNAT 1303**. This first course in the two semester sequence begins with a survey of the origins, development, and background of historically notable architecture and sites throughout the world from the 10th century BCE to 1900. Significant architectural movements from the settlements of Jericho on the West Bank and Catal Huyuk in ancient Anatolia in the Neolithic Era through Eclecticism, the era of stylistic revivals in the late 19th century, are studied in the environments of their political, economic, technological and social contexts. At the beginning of each course module (based on chapters in the text), the history of the period is contextualized based on the events that occurred in other sectors of the world is discussed. Consideration of the lengthy timeline with various settlements in the ancient world provide perspective on the students' preconceived ideas that what they believe to be hundreds of years is actually thousands of years. Developments in Europe, the Americas, Africa, and Asia are compared and contrasted with specific accomplishments and historical events of the diverse cultures.

In **FNAT 5303**, the primary evidence demonstrating the ability required in criterion A.8 is found in the main project of the semester, which explores design history through the writings and statements of significant architects of the modern movement. The list from which the students select has been curated to present a culturally balanced and gender-balanced perspective from which to examine the history and practice of architecture. In the reflections on the reading, students are asked to interpret and contextualize the contributions did the architect made to modern architecture, and asked to specifically evaluate whether Is this person and their work is still relevant today with an emphasis on the contribution made to the social good. Conversely, students can argue (with appropriate evidence) how the work of their selected architect damages society. Students are called to justify specific reasons why using reasonable examples to support their argument. In addition,

students are called to participate in a weekly written/recorded journal discussion each week. Additional evidence of assessing history and global culture is evident in these journal entries.

In **ARCH 8733**, the primary evidence demonstrating an understanding of history and global culture comes from the weekly reading summaries and term paper completed for the course. In these frequent writings, students are called upon to reflect on the readings for the week, and their “response” forms the basis of in-class discussion for the seminar. The semester term paper calls upon the student to synthesize and contextualize the impact and influence of their selected architect on the practice, study, and understanding of modern architecture.

Student work from these courses will also be used to assess student achievement in meeting Program Student Learning Outcome 2.

Student Performance Criterion – A.8

Criterion Description: “Cultural Diversity and Social Equity: Understanding of the diverse needs, values, behavioral norms, physical abilities, and social and spatial patterns that characterize different cultures and individuals and the responsibility of the architect to ensure equity of access to sites, buildings, and structures.”

Primary courses in which criterion is fulfilled: **ARCH 5303 Architectural History II and ARCH 6306 Design Studio 4/ARCH 6406 Studio Sorrento.**

In **FNAT 5303**, the primary evidence demonstrating the ability required in criterion A.8 is found in the main project of the semester, which explores design history through the writings and statements of significant architects of the modern movement. The list from which the students select has been curated to present a culturally balanced and gender-balanced perspective from which to examine the history and practice of architecture. In the reflections on the reading, students are asked to interpret and contextualize the contributions did the architect made to modern architecture, and asked to specifically evaluate whether Is this person and their work is still relevant today with an emphasis on the contribution made to the social good. Conversely, students can argue (with appropriate evidence) how the work of their selected architect damages society. Students are called to justify specific reasons why using reasonable examples to support their argument.

In **ARCH 6306**, the primary evidence demonstrating the understanding required in criterion A.8 is found in the Adaptive Reuse Project for a specific local building. Students are required to research the locale and history of the building and document the existing conditions. They are encouraged to maintain or propose restoration of as much as possible of the historic fabric and character while redesigning areas to satisfy new requirements and work within building code allowances and accessibility requirements.

In **ARCH 6406**, the primary evidence demonstrating the ability required in criterion A.8 is found in the principle project of the Sorrento studio class. Student work is evaluated against indicators which include Project Research and Analysis. Prior to the development of design alternatives for the project, students are required to gather site and demographic information relevant to the enhancement of the port facilities of Marina Grande. In their project designs, students must consider the cultural diversity of Sorrento's 2 million annual tourists. Final project submissions must demonstrate understanding in the indicated area, and an average grade of C or better indicates a general level of competence for that portion of the project.

Student work from these courses will also be used to assess student achievement in meeting Program Student Learning Outcome 1.

Student Performance Criterion – B.1

Criterion Description: “Pre-Design: Ability to prepare a comprehensive program for an architectural project that includes an assessment of client and user needs; an inventory of spaces and their requirements; an analysis of site conditions (including existing buildings); a review of the relevant building codes and standards, including relevant sustainability requirements, and an assessment of their implications for the project; and a definition of site selection and design assessment criteria.”

Primary courses in which criterion is fulfilled: **ARCH 3104 Design Studio 1 and ARCH 8716 Design Studio 7**

In **ARCH 3104**, the primary evidence demonstrating the ability required in B.1 is found in a small residential design project. Each student assumes three rolls, client, programmer and finally the designer. The emphasis of the exercise is on programming as a pre-design activity. The programs are evaluated in terms of the quality of information and the format in which the information is presented. Another exercise that demonstrates pre-design activity is the site analysis in a commons or pocket park design. This analysis is evaluated on the direct relationship between the site analysis and the impact of the analysis on the park design. The final presentations for this project require the client, programmer and designer to evaluate the final design and information flow. The second project also addresses pre-design and extensively examines site and site analysis. A public park or plaza space is typically assigned at an accessible location, the college commons for example. Students are required to create a graphic site analysis which is included in the final presentation as to the cause and effect of the plaza's final design organization.

In **ARCH 8716**, the primary evidence demonstrating the ability required in criterion B.1 is found in Assignment 2–Performance Program, and Assignment 3–Site Exploration. Students are evaluated against key performance indicators including Program Development/Execution and Site Exploration where they are required to create a program for their proposed thesis project by surveying relevant literature related to their building type, defining user descriptions, activities and physical requirements, interviewing a potential user and creating a performance program for their proposed project. Students will further be required to locate and document a suitable site for their project by recording their site exploration, obtaining relevant site information and presenting their experiences for class discussion.

Student work from these courses will also be used to assess student achievement in meeting Program Student Learning [Outcome 1](#).

Student Performance Criterion – B.2

Criterion Description: “Site Design: Ability to respond to site characteristics, including urban context and development patterning, historical fabric, soil, topography, ecology, climate, building orientation in the development of a project design.”

Primary courses in which criterion is fulfilled: **ARCH 4304 Design Studio 2 and ARCH 8306 Design Studio 6**

In **ARCH 4304**, the primary evidence demonstrating the ability required in criterion B.2 is found in Project 3, a commercial building design project for the course. Students are evaluated against key performance indicators including Site Development where they are expected to demonstrate clear connectivity between building and site, creative and effective pedestrian/vehicular access and circulation, proper modification of the site grade to accommodate the new building, and a landscape design that complements the existing conditions and site development. Submissions must demonstrate competence in the area indicated, and an average total score of 2.0 or more indicates at least a general level of competence for that part of the project.

In ARCH 8306, the primary evidence demonstrating the ability required in criterion B.2 is found in the execution of the semester-long building design project. Students are required to individually resolve all issues involving their design intervention on a specific site as it relates to their building and its' effects on the immediate environment, adjacent properties, landscape, man-made features, etc. Students are evaluated against nine key performance indicators including Site Development where they are expected to demonstrate clear connectivity between building and site, creative and effective pedestrian/vehicular access and circulation, proper modification of the site grade to accommodate the new building, and a landscape design that compliments the existing conditions and site development. Submissions must demonstrate competence in the area indicated, and an average total score of 2.0 or more indicates at least a general level of competence for that part of the project.

Student work from these courses will also be used to assess student achievement in meeting Program Student Learning Outcome 1.

Student Performance Criterion – B.3

Criterion Description: "Codes and Regulations: Ability to design sites, facilities, and systems that are responsive to relevant codes and regulations, and include the principles of life-safety and accessibility standards."

Primary courses in which criterion is fulfilled: **ARCH 4013 Municipal Codes & Regulations, ARCH 5306 Design Studio 3, and ARCH 8306 Design Studio 6.**

In **ARCH 4013**, the primary evidence demonstrating the ability required in criterion B.3 is found in two assignments. Students are required to identify and state the purpose of all building, fire and accessibility code features in an assigned area of an existing campus building. The first assignment is given at the beginning of the semester just to establish a student's baseline of knowledge. The second assignment is given at the end of the semester and the student is assigned the same area of the building, however, the expectations are much greater regarding the student's ability to identify, document the purpose and provide a code reference for each item listed. Moreover, In ARCH 4013, the primary evidence demonstrating the ability required in criterion B.3 is found in the accompanying assignments is discussed in textbook chapters 1-20 and lectures 1 to 15. Technicalities ranging from site design regulations, facilities, systems of life-safety and accessibility standards with respect to corresponding codes and regulations are adequately addressed. Specific chapters of interest include 2 to 18 with corresponding assignments 3, 4, 7(post occupancy evaluation studies, design brief) addressing the requirements.

In **ARCH 5306**, the primary evidence demonstrating the ability required in B.3 is found in the major building design project for the semester. Code analysis work sheets are provided to students that assist each designer in evaluating code issues early in the design process. At an interim presentation, course instructors and visiting professionals, evaluate the student designs with one of the main criteria being code requirements. The feedback, stated in the comment section of the evaluation form, assists students in further development of accessibility and the life safety systems.

In ARCH 8306, the primary evidence demonstrating the ability required in criterion B.3 is found in the execution of the semester-long building design project. Students are required to individually develop buildings which are compliant with all applicable life-safety and accessibility standards, based on the current State edition of the IBC and referenced standards. Students are evaluated against nine key performance indicators including Regulatory Requirements, where they are expected to demonstrate compliance with local zoning/planning standards (as applicable); identification of building occupancy and construction type; calculation of allowable building height and area; compliant exiting (vertical and horizontal); accessibility (including exiting); Submissions

must demonstrate competence in the area indicated, and an average total score of 2.0 or more indicates at least a general level of competence for that part of the project.

Student work from these courses will also be used to assess student achievement in meeting Program Student Learning Outcome 1 and was most recently formally assessed in AY 14-15.

Student Performance Criterion – B.4

Criterion Description: “Technical Documentation: Ability to make technically clear drawings, prepare outline specifications, and construct models illustrating and identifying the assembly of materials, systems, and components appropriate for a building design.”

Primary courses in which criterion is fulfilled: **ARCH 3014 Construction Technology 1, ARCH 4014 Construction Technology 2, and ARCH 8306 Design Studio 6.**

In **ARCH 3014**, the primary evidence demonstrating the ability required in criterion B.4 is found in lab assignments. Students are required to construct a BIM model of a small (2,500 square foot) 4-story masonry and wood frame structure. From that model students create a set of construction documents that include a site plan (with topography), basement, first, second and third floor loft plans, exterior elevations, building and wall sections. Also required are several three-dimensional axonometric views that exhibit the actual floor and roof framing.

In **ARCH 4014**, the primary evidence demonstrating the ability required in criterion B.4 is evidenced by the production of a set of construction drawings using the BIM-based computer program. In weekly submittals, from foundation to roof, students submit progress drawings, which are graded weekly. A final drawing set is submitted, which includes corrections from each weekly submittal. Each weekly drawing submittal accounts for 8% of the lab grade. The final set of drawings accounts for 15% of the lab grade. The lab and lecture are 50/50 in the overall grade for the course. In the lecture, outline specifications are evaluated by students who are assigned 5 CSI MasterFormat categories to research a manufacturer, review the manufacturer specifications, and summarize similarities and differences among the manufacturers.

In **ARCH 8306**, the primary evidence demonstrating the ability required in B.4 is found in the semester long project. Towards the completion of the semester students are expected to incorporate the previous exercises, that require students to investigate the sub-systems of the building, and incorporate these systems into an integrated whole. A set of documents at a design development level indicate the development and integration of these systems into the project.

In **ARCH 8003**, the primary evidence demonstrating this ability is found in a series of lectures and class discussions in Unit 4, Homework 8 and 9, portions of Quizzes 9 and 10, and Test 4. Instruction includes examples of preliminary project descriptions, Unifomat Specifications, and short- and long-form Masterformat specifications. Assignments, quizzes, and tests are used to measure comprehension in the course, but students are encouraged to further integrate this knowledge by tying specifications to aspects of their studio work.

Student work from these courses will also be used to assess student achievement in meeting Program Student Learning Outcome 3.

Student Performance Criterion – B.5

Criterion Description: “Structural Systems: Ability to demonstrate the basic principles of structural systems and their ability to withstand gravitational, seismic, and lateral forces, as well as the selection and application of the appropriate structural system.”

Primary courses in which criterion is fulfilled: **CIVL 4104 Structural Technology, CIVL 5213 Foundations and Concrete Construction, ARCH 8306 Design Studio 6, and ARCH 8753 Advanced Structural Concepts.**

In **CIVL 4104**, the primary evidence demonstrating the ability required in criterion B.5 is found in several different forms throughout the course; in-class exercises used to evaluate their understanding of lecture content, homework assignments that focused on beam reactions simple truss analysis and sizing structural members, and quiz and exam questions which focused on combining the various concepts learned throughout the semester. Students are required to demonstrate their understanding of load tracing, and the impact of loads on structural elements in a building. The students' ability was evaluated within the context of class participation, quizzes, homework assignments, and exams.

In **CIVL 5213**, the primary evidence demonstrating the ability required in criterion B.5 is found in quizzes, homework assignments, and exams that test students understanding of shear design of members and the design and development of reinforcing bars in concrete members. Students are required to demonstrate their understanding of form work and reinforced structural concrete members, and demonstrate their ability to perform analysis calculations of reinforced concrete beams. The students' ability was evaluated within the context of homework assignments, quizzes, and exams.

In **ARCH 8306**, the primary evidence demonstrating the ability required in criterion B.5 is found in the execution of the semester-long building design project. Students are required to individually develop buildings which include a structural system selected for its appropriateness in supporting the design parti as well as meeting the requirements of the physical forces it will be subjected to withstand. The structural system must be developed to show primary, secondary, and tertiary members as required for wall sections of a moderate to high level of detail. Students are evaluated against nine key performance indicators including Technical Knowledge, where they are expected to demonstrate an understanding and proper application of structural components, construction materials, and the building envelope. Submissions must demonstrate competence in the area indicated, and an average total score of 2.0 or more indicates at least a general level of competence for that part of the project.

In **ARCH 8753**, the primary evidence demonstrating the ability required in criterion B.5 is found in homework assignments, projects, and exams that address students' understanding of exterior building envelopes, long-span structural members, and complex determinate and indeterminate systems. The course looks at reinforced concrete, steel and contemporary composite structural systems. Students are required to use BIM as a structural analysis and design tool, while integrating structural systems selected with mechanical, electrical and conveying building systems. The students' ability was evaluated within the context of homework assignments, class projects, and exams.

Student work from these courses will also be used to assess student achievement in meeting Program Student Learning [Outcome 4](#).

Student Performance Criterion – B.6

Criterion Description: "Environmental Systems: Ability to demonstrate the principles of environmental systems' design, how design criteria can vary by geographic region, and the tools used for performance assessment. This demonstration must include active and passive heating and cooling, solar geometry, daylighting, natural ventilation, indoor air quality, solar systems, lighting systems, and acoustics."

Primary courses in which criterion is fulfilled: **ARCH 3303 Environmental Controls 1, ARCH 7003 Environmental Controls 2, and ARCH 8306 Design Studio 6.**

In **ARCH 3003**, the primary evidence demonstrating the ability required in criterion B.6 is evidenced through lectures, tests, calculations, projects and a student notebook, which includes all of the coursework. Students are required to submit the notebook for review when with each unit test. The notebook accounts for 12.5% of the grade. For the first project, in groups of 4, students researched a building case study, looking for building performance, including passive and active systems, indoor air quality and lighting systems. The students presented their findings to the class in a verbal and digital presentations. It accounted for 12.5% of the grade. The second project illustrated the variation of design criteria by geographic region. Using an on-line program, Rescheck, students were given criteria to put into the program, using their home address. Depending on whether the building passed or failed energy code, students modified the criteria, i.e. added insulation, and reran the program. It accounted for 12.5% of the grade. Six unit tests were given on the following topics: Human Environment; Thermal Comfort; Water Supply and Drainage; Electrical Systems; Lighting; Acoustics, Vertical Transportation; and a quiz on Fire Protection. The tests accounted for 60% of the grade. The students' ability was evaluated within the context of the exam, exercise, or assignment rubric.

In **ARCH 7003**, the primary evidence demonstrating the ability required in criterion B.6 is evidenced through lectures, tests, calculations, projects and a student notebook, which includes all of the coursework. Students are required to submit the notebook for review at the end of the semester. The notebook accounts for 5% of the grade. Students design a small house to be off-the-grid. Each student selected one LEED scorecard item and submitted a poster and verbally presented their findings to the class. For the final project, each student used the LEED scorecard to include pertinent points in his or her studio project, and to determine the level of LEED certification achieved.

In **ARCH 8306**, the primary evidence demonstrating the ability required in B.6 is found in the semester long project. Once a suitably building diagram is identified the students are assigned a two week vignette to examine possible environmental systems within the building envelope. Based on feedback received at the interim critique students are enraged to further develop these systems as they progress toward the final design. The evaluation is based on the nature of the building and spaces being served by the systems and the student's ability to incorporate those systems into the final design.

Student work from these courses will also be used to assess student achievement in meeting Program Student Learning [Outcome 4](#).

Student Performance Criterion – B.7

Criterion Description: "Building Envelope Systems: Understanding of the basic principles involved in the appropriate selection and application of building envelope systems relative to fundamental performance, aesthetics, moisture transfer, durability, and energy and material resources."

Primary courses in which criterion is fulfilled: **ARCH 3014 Construction Technology 1 and ARCH 4014 Construction Technology 2.**

In **ARCH 3014**, the primary evidence demonstrating the understanding required in criterion B.7 is found in lab assignments. Students are required to construct a BIM model of a multistory residential building. Students will be required to select envelope materials and systems that are appropriate for the location, use and function of the building.

In **ARCH 4014**, the primary evidence demonstrating the understanding required in criterion B.7 is evidenced in the lecture portion of the course. All lectures and class discussions include the topics of Criterion B.7: performance, aesthetics, moisture transfer, durability and energy and material resources of each material studied. Evidence of the lectures and discussions are found in the course tests, which account for 50% of the grade.

Student work from these courses will also be used to assess student achievement in meeting Program Student Learning Outcome 4.

Student Performance Criterion – B.8

Criterion Description: “Building Materials and Assemblies: Understanding of the basic principles used in the appropriate selection of interior and exterior construction materials, finishes, products, components, and assemblies, based on their inherent performance, including their environmental impact and reuse.”

Primary courses in which criterion is fulfilled: **ARCH 3014 Construction Technology 1 and ARCH 4014 Construction Technology 2.**

In **ARCH 3014**, the primary evidence demonstrating the understanding required in criterion B.8 is evidenced in both the lecture and lab portions of the course. In the lab, students construct a BIM model of a commercial building and must select interior and exterior materials and systems. Before the students select the materials, lectures introduce the materials, their uses, assemblies, production methods and environmental impacts, and their longevity or reuse. Students’ knowledge is evidenced by performance on tests, in which a C or better is considered to be evidence.

In **ARCH 4014**, the primary evidence demonstrating the understanding required in criterion B.8 is found in lab assignments. Students are required to construct a BIM model of a commercial office building and must select interior and exterior materials and prepare outline specifications for those selections.

Student work from these courses will also be used to assess student achievement in meeting Program Student Learning Outcome 4, and was most recently formally assessed in AY 14-15.

Student Performance Criterion – B.9

Criterion Description: “Building Service Systems: Understanding of the basic principles and appropriate application and performance of building service systems, including lighting, mechanical, plumbing, electrical, communication, vertical transportation, security, and fire protection systems.”

Primary courses in which criterion is fulfilled: **ARCH 3303 Environmental Controls 1 and ARCH 7003 Environmental Controls 2.**

In **ARCH 3003**, the primary evidence demonstrating the understanding required in criterion B.9 is evidenced through heat loss calculations of different wall and roof materials. In lectures and on tests, U and R values of different materials were presented along with discussions on using manufacturers’ websites to analyze and select construction materials. Lectures also covered life cycles of buildings and ensuing environmental impact of construction and reuse of building materials. The students’ ability will be evaluated within the context of each examination.

In **ARCH 7003**, the primary evidence demonstrating the understanding required in criterion B.9 is found in a series of unit examinations throughout the course with sets of questions related to communication, vertical transportation, security, and fire protection systems. This coverage is evidenced through the design of an off-the-grid house. Students selected all materials based on

performance and suitability to the site. The students' ability will be evaluated within the context of the rubric for the design and on each examination.

Student work from these courses will also be used to assess student achievement in meeting Program Student Learning Outcome 4.

Student Performance Criterion – B.10

Criterion Description: "Financial Considerations: Understanding of the fundamentals of building costs, which must include project financing methods and feasibility, construction cost estimating, construction scheduling, operational costs, and life-cycle costs."

Primary courses in which criterion is fulfilled: **ARCH 8003 Professional Practice and ARCH 8793 Professional Development**

In **ARCH 8003**, the primary evidence demonstrating the understanding required in criterion B.10 is found in a series of lectures and class discussions in Unit 3 and 4, Homework 7 and 10, portions of Quizzes 4, 5, and 8, and Tests 2, 3, and 4. Instruction includes examples of quantity, single unit rate, elemental, and life cycle estimating methods, and students demonstrate competence through scenario-based exercises. Assignments and quizzes are used to measure comprehension in the course, but students are encouraged to further integrate this knowledge by assessing the costs of design proposals in their studio work.

In **ARCH 8793**, the primary evidence demonstrating the understanding required in criterion B.10 is found in a series of lectures and class discussions. Instruction includes examples of project financing methods and feasibility, construction scheduling and operational costs, and students demonstrate competence through scenario-based exercises. Students are evaluated through assignments, quizzes and tests to measure their comprehension.

Student work from these courses will also be used to assess student achievement in meeting Program Student Learning Outcome 4.

Student Performance Criterion – C.1

Criterion Description: "Research: Understanding of the theoretical and applied research methodologies and practices used during the design process."

Primary course in which criterion is fulfilled: **FNAT 1303 Architectural History I and ARCH 6306 Design Studio 4/ARCH 6406 Studio Sorrento**

In **FNAT 1303**, the primary evidence demonstrating the understanding required in criterion A.8 is found in the research paper. The paper that researches a notable building from historic periods before 1900 and that is required in Architectural History I, satisfies SPC C.1 - Research. Students are introduced to various research resources, websites, and written material available through the SUNY library system with a library class conducted in Hinkle Library by one of librarians. The library research packet that is submitted two weeks after the class, contains written and graphic research pertaining to the building and a set of questions developed by the professor and librarian. This library packet is evaluated by the professor and librarian and is the basis for the paper. The packet is also a requirement before the paper is written. Students then develop the written paper with discussion of the style with historic references and events, which include the driving cultural forces to produce the structure.

In **ARCH 6306**, the primary evidence demonstrating the ability required in criterion C.1 is found in Project Three, a historic residential addition. Students are required to research and document a historic residential style, create a residence of that style on a given site and then design a

programmed contemporary addition to that residence following National Park System historic rehabilitation guidelines. The design assessment will be with a matrix involving program/concept development, interior architecture, exterior architecture, technical knowledge and presentation skills.

In **ARCH 6406**, the primary evidence demonstrating the ability required in criterion C.1 is found in the principle project of the Sorrento studio class. Student work is evaluated against indicators which include Project Research and Analysis. Prior to the development of design alternatives for the project, students are expected to gather relevant site information, and thoroughly document their site observations with sketches, measurements and field notes. Additionally, students are required to carefully observe, sketch and analyze traditional Italian public spaces, and compile a needs assessment of the specific, tourism-based culture of Sorrento, centered on the city's ferry boat port of Marina Grande. Final project submissions must demonstrate competence in the indicated area, and an average grade of C or better indicates a general level of competence for that portion of the project.

In **ARCH 8716**, the primary evidence demonstrating the ability required in criterion C.1 is also found in Assignment 1 – Thesis Argument. Students are evaluated against key performance indicators including Precedent Research/Application where they are required to conduct focused research using print and electronic resources in order to graphically discuss the significance of the proposed thesis project type. This will be done by presenting a series of case studies that will attempt to document appropriate projects from schematic design through construction and occupancy in the form of a short video. Students will further be required to produce a preliminary bibliography identifying sources to be drawn on throughout their thesis exploration. For each assignment, submissions must demonstrate competence in the performance areas indicated, and an average total score of 2.0 or more indicates at least a general level of competence for those parts of the project.

Student work from these courses will also be used to assess student achievement in meeting Program Student Learning Outcome 4 and was most recently formally assessed in AY 14-15.

Student Performance Criterion – C.2

Criterion Description: "Integrated Evaluations and the Decision-Making Process: Ability to demonstrate the skills associated with making integrated decisions across multiple systems and variables in the completion of a design project. This demonstration includes problem identification, setting evaluative criteria, analyzing solutions, and predicting the effectiveness of implementation."

Primary course in which criterion is fulfilled: **ARCH 5306 Design Studio 3 and ARCH 7306 Design Studio 5**

In **ARCH 5306**, the primary evidence demonstrating the ability required in criterion C.2 is found in the execution of a building design project. Students are required to individually develop and document a building of moderate complexity to a Schematic Design phase level, and are expected to investigate multiple options for the major design decisions that will shape the project including the impact of structural systems, size and location of building environmental systems, the requirements of codes and regulations, and the need create a programmatically functional and efficient building on a specific site. The integration of the decisions is evaluated for the project as it is developed through desk critiques and progress milestone presentations. Students are evaluated against nine key performance indicators, including an evaluation of their demonstrated Design Logic through the decision-making process. Submissions must demonstrate competence in the area indicated, and an average total score of 2.0 or more indicates at least a general level of competence for that part of the project.

In **ARCH 7306**, the primary evidence demonstrating the ability required in criterion C.2 is also found in Project 2 – Community Visualization Study. Students are evaluated against key performance indicators including Program Development/Execution where they are expected to demonstrate competency in proposing a problem statement (what they seek to address), program statement (how they seek to address the problem), and design objectives (based on user activities/behaviors/requirements). Students will compose both a problem statement and a program statement for the project based on research and observation, review the existing conditions in terms of the LEED for Neighborhood Development (LEED-ND) Checklist, propose solutions within the context of the overall project, and evaluate the final study in relation to the LEED-ND Checklist as a way of predicting effectiveness of implementation. For each project, submissions must demonstrate competence in the performance areas indicated, and an average total score of 2.0 or more indicates at least a general level of competence for those parts of the project.

Student work from these courses will also be used to assess student achievement in meeting Program Student Learning [Outcome 3](#).

Student Performance Criterion – C.3

Criterion Description: “Integrative Design: Ability to make design decisions within a complex architectural project while demonstrating broad integration and consideration of environmental stewardship, technical documentation, accessibility, site conditions, life safety, environmental systems, structural systems, and building envelope systems and assemblies.

Primary course in which criterion is fulfilled: **ARCH 4304 Design Studio 2 and ARCH 8306 Design Studio 6**

In **ARCH 4304**, the primary evidence demonstrating the ability required in criterion C.3 is found in Project 3, a commercial building design project for the course. Students are evaluated against key performance indicators including Building Technologies and regulatory Requirements where they are expected to demonstrate a site design that responds to topography and natural features, building materials and assemblies that are represented and identified, structural systems with visible impact evident in plan and section, sustainable active and passive systems, and a response to regulatory requirements including life safety, accessibility, and zoning. For each project, submissions must demonstrate competence in the performance areas indicated, and an average total score of 2.0 or more indicates at least a general level of competence for those parts of the project.

In **ARCH 8306**, the primary evidence demonstrating the ability required in criterion C.3 is found in the execution of the semester-long building design project. Students are required to individually develop and document a building of moderate complexity to a Design Development phase level, and are expected to comprehensively integrate the building program with a design parti. They are further to extend the integration to the development of the site intervention, structural solution, building systems incorporation, building envelope design, regulatory compliance, and interior and exterior architectural design. Students are evaluated against nine key performance indicators, including an evaluation of their demonstrated Design Logic through the decision-making process. Submissions must demonstrate competence in the area indicated, and an average total score of 2.0 or more indicates at least a general level of competence for that part of the project.

Student work from these courses will also be used to assess student achievement in meeting Program Student Learning [Outcome 3](#).

Student Performance Criterion – D.1

Criterion Description: "Stakeholder Role in Architecture: Understanding of the relationships among key stakeholders in the design process – client, contractor, architect, user groups, local community – and the architect's role to reconcile stakeholder needs."

Primary courses in which criterion is fulfilled: **ARCH 8003 Professional Practice and ARCH 8793 Professional Development**

In **ARCH 8003**, the primary evidence demonstrating the understanding required in criterion D.1 is found in a series of lectures and class discussions in Unit 2 and 3, Homework 1, 3, 4, and 6, portions of Quizzes 3, 4, 6, and 7, and Tests 1, 2, and 3. The students will analyze the traditional role of the design professional in society and the responsibilities involved in the design of buildings and spaces. They will learn to differentiate between the various duties and tasks performed by the Owner and Architect that are required for project delivery relative to the Owner-Architect Agreement and compare the roles of the participants in the process of building design and construction relative to the Owner-Contractor Agreement. Students are evaluated through assignments, quizzes and tests to measure their comprehension.

In **ARCH 8793**, the primary evidence demonstrating the understanding required in criterion D.1 is found in a series of lectures and class discussions. The students will investigate the expanded, and in some cases non-traditional) role of the architect in contemporary practice. In addition, students will be exposed to a series of case studies highlighting architect interaction with other user and community groups in terms of the architects' wider responsibility to society in general. Students are evaluated through assignments, quizzes and tests to measure their comprehension.

Student Performance Criterion – D.2

Criterion Description: "Project Management: Understanding of the methods for selecting consultants and assembling teams; identifying work plans, project schedules, and time requirements; and recommending project delivery methods."

Primary courses in which criterion is fulfilled: **ARCH 8003 Professional Practice and ARCH 8793 Professional Development**

In **ARCH 8003**, the primary evidence demonstrating the understanding required in criterion D.2 is found in readings from professional practice texts and current journal articles, a series of lectures and class discussions in Unit 2, 3, and 4, Homework 3, 4, and 6, portions of Quizzes 3, 4, 6, 9, and 10, Tests 2, 3, and 4, and the Semester Project. The firm's ability to attract, compete for, secure and keep clients, and build successful teams that can respond effectively to a wide range of client needs is also discussed. A variety of project delivery methods and project team relationships are introduced through the study of contract agreements to give students a comparative understanding of both traditional and integrated practice. Students are evaluated through assignments, quizzes and tests to measure their comprehension.

In **ARCH 8793**, the primary evidence demonstrating the understanding required in criterion D.2 is found in a series of lectures and in-class exercises. Students will expand on their knowledge of consultants and teams and develop sample work plans, project schedules, and time requirements. Assignments and quizzes are used to measure comprehension in the course, but students are encouraged to further integrate this knowledge by applying specific areas of study to their studio work.

Student Performance Criterion – D.3

Criterion Description: "Business Practices: Understanding of the basic principles of a firm's business practices, including financial management and business planning, marketing, organization, and entrepreneurship."

Primary courses in which criterion is fulfilled: **ARCH 8003 Professional Practice and ARCH 8793 Professional Development**

In **ARCH 8003**, the primary evidence demonstrating the understanding required in criterion D.3 is found in a series of lectures and class discussions in Unit 2 and 3, Homework 7, portions of Quizzes 5, 7, and 8, and Tests 2 and 3. Students are introduced to the practice of architecture through an examination of the business and legal aspects of the profession relative to the legal structure, staffing, and organization of a typical architectural office. Firm formation and organization are discussed through a series of lectures designed to help the student understand the profession they aspire to join and select the work setting that will best compliment their strengths and challenge them to develop as professionals. Students are evaluated through assignments, quizzes and tests to measure their comprehension.

In **ARCH 8793**, the primary evidence demonstrating the understanding required in criterion D.3 is found in in a series of lectures and class discussions. Students will expand on their knowledge of business practices and develop a sample business plan for a start-up company that addresses finances, marketing, and organization, etc. The students' understanding of business practices will be evaluated within the context of the assignment.

Student Performance Criterion – D.4

Criterion Description: "Legal Responsibilities: Understanding of the architect's responsibility to the public and the client as determined by regulations and legal considerations involving the practice of architecture and professional service contracts."

Primary course in which criterion is fulfilled: **ARCH 4013 Municipal Codes and Regulations, ARCH 8003 Professional Practice**

In **ARCH 4013**, the primary evidence demonstrating the understanding required in criterion D.4 is found in the emphasis of use and occupancy, special use and occupancy, building heights and areas, types of construction, fire-resistive construction, interior finishes, fire-protection systems, means of egress, accessibility, interior environment, energy efficiency, exterior walls, roof assemblies, structural provisions, building materials and systems and existing structures as described in the Building Code of New York State. Students are evaluated through assignments, quizzes and tests to measure their comprehension. **Tim**

In **ARCH 8003**, the primary evidence demonstrating the understanding required in criterion D.4 is found in a series of lectures and class discussions in Unit 1, Homework 2, and portions of Quizzes 2 and 7, and Test 1. Students are introduced to the legal aspects of architectural practice through an examination of the path to licensure and the three E's – education, experience, and examination – within the context of contemporary registration laws. Topics related to general office, financial, risk, and project management procedures and insurance are discussed through lectures and readings in relation to the standard AIA contracts. Students are evaluated through assignments, quizzes and tests to measure their comprehension.

Student Performance Criterion – D.5

Criterion Description: "Professional Conduct: Understanding of the ethical issues involved in the exercise of professional judgment in architectural design and practice and understanding the role of the NCARB Rules of Conduct and the AIA Code of Ethics in defining professional conduct."

Primary course in which criterion is fulfilled: **ARCH 8003 Professional Practice and ARCH 8793 Professional Development**

In **ARCH 8003**, the primary evidence demonstrating the understanding required in criterion D.5 is found in a series of lectures and class discussions in Unit 1, Homework 1, 2, and 5, and portions of Quiz 1 and Test 1. Students are introduced to both ethics in general and professional ethics as they relate to the field of architecture in order to critically evaluate the ethical, social and economic basis of professional practice. They will review the NCARB Rules of Conduct and the AIA Code of Ethics, and complete an ethics survey designed to foster classroom discussion. In this course, students are evaluated through homework assignments, quizzes, tests, and a long term group project to measure their comprehension of the criterion. Students are evaluated through assignments, quizzes and tests to measure their comprehension.

In **ARCH 8793**, the primary evidence demonstrating the understanding required in criterion D.5 is found in a series of student-researched case studies for class discussions. Students are required to develop a case study based on legal action by or against an architect, and identify any related ethical circumstances that may be related to the case. The students' understanding of ethical issues will be evaluated within the context of the assignment.

II.2.1 Institutional Accreditation

Alfred State College programs are registered by the New York State Education Department and have been approved by the NYS Education Department for the training of veterans. The college is accredited by the Middle States Commission on Higher Education. Alfred State College is one of seven colleges of technology in the SUNY system. Access to all Middle States self-study documents can be found at: <<https://my.alfredstate.edu/institutional-effectiveness/middle-states-commission-accreditations>>. Information about the accreditation of other programs can be found at: <<https://my.alfredstate.edu/assessment/program-accreditors>>. The most recent letter of accreditation status from Middle States is available online at: <<https://my.alfredstate.edu/files/downloads/AS%20STATEMENT%20OF%20ACCREDITATION%20STATUS.pdf>>

II.2.2 Professional Degrees & Curriculum

Bachelor of Architecture (B.Arch.) Degree 156 credits

Outline of degree program and current curriculum mask is available online at: <<http://catalog.alfredstate.edu/current/programs/architecture/>>

A listing of concentrations is available online <https://www.dropbox.com/sh/e5gmmzgo2l4zIz8/AABKObJi6Q_OAfcGgl0oOJDQa?dl=0>

List of semester credits for professional and general education is available at our curriculum mask, online at <<http://catalog.alfredstate.edu/current/programs/architecture/>>

Studio-Based Instruction The creation of the Computer Imaging and Architectural Technology department in 1995 was a turning point for the college. Its new art-focused Computer Art and Design program introduced studio-based instruction to the School of Engineering Technology and the college. In 1999 the BS in Architectural Technology program created a core sequence of four and six credit hour studio courses. The Interior Design program, created in 2002, is also studio-based. The college has grown to embrace and support the studio environment by providing twenty four hour access and digital security to the Engineering Technology Building, reconfiguring studios to provide designated work space for architecture and design students in each program, and creating a unique designation (subject to SUNY SIRIS limits) for studio courses on campus.

The integrated studio experience is cornerstone to our B.Arch. program. Beginning in Fall 2016, we introduced "studio options," which provide students the opportunity to refine their choice of studio section based on course-specific learning objectives and pedagogical methods employed in the

studio. Studio options are common in other NAAB accredited programs. We feel that offering students choice in this regard gives each student greater investment in their progress and greater control over learning output.

Study Abroad

Since 2007 Alfred State College has partnered with Sant'Anna Institute (formerly Sorrento Lingue Institute) in Sorrento, Italy, to offer an optional semester of study abroad to students wishing to study and live in a truly unique learning environment. In keeping with Alfred State's mission, which is to prepare students as responsible citizens of a global society, our signature study abroad program at Sant'Anna Institute helps to establish a foundation for lifelong learning, foster an understanding of global culture, and better equip the student to 'hit the ground running' after graduation.

Since 1997, Alfred State College has maintained a study abroad option for students in the third year, Spring semester in Sorrento, Italy. The program is housed in Sorrento Lingue at the Sant'Anna Institute. Ten to fourteen students each year have lived in the Sorrento community and attended classes at the Institute with one architectural faculty member from ASC. This cohort of students takes one studio away from the ASC campus in the third year leaving one or two sections depending upon enrollment. Students in the study abroad program have faculty housing included in their fees. A per diem adjustment is necessary for the faculty by contract provided by ASC. Two courses are taught by Alfred State College faculty in Sorrento, ARCH 6406 Studio Sorrento and ARCH 2433 Urban Sketching and Journaling. Faculty in Sorrento may be asked to teach an online class to maintain typical semester faculty load. ARCH 6406 is identical to ARCH 6306 Studio 4 taught on the Alfred campus with a focus on historical restoration and adaptive reuse. ARCH 2433 is unique to the study abroad program and is not required of all BArch students. In addition, students in Sorrento take ANTH 5223 Archaeology and ITAL 1303 Italian 1 or ITAL 2303 Italian 2, all are Alfred State College courses taught by Sant'Anna staff and carry liberal arts credit through Alfred State College.

The provost has initiated significant improvements to the Alfred State College study abroad experience, including faculty incentives to develop new 3-week intensive summer programs, and appointing a new Interim Director for International Study. Cyan Corwine was appointed as the Interim Director for International Study at Alfred State College in 2016.

In addition to the signature program in Sorrento, we have undertaken a significant effort to refresh and expand our global offerings. Prof. Juan Burke has developed a 3-week summer intensive program of study in Mexico. The Mexico program aims to expose Alfred State College architecture students to the live urban laboratory that is Mexico City. There are two objectives to achieve: first, expose students to an historical and varied array of architectural production encompassing at least 600 years of history in the first part of the experience; and second, involve the students in a week-long urban workshop that will test their abilities as designers and pro-active thinkers.

We have also partnered with the University at Buffalo to cross-list and cross-promote and (in accordance with SUNY guidance) cross-register students in our respective study abroad programs. This allows students from Alfred State College to participate in the University's long-established signature Costa Rica and Estonia study abroad programs.

Estonia serves as the site for a summer 2016 study abroad course for architecture and urban planning students. The course is lead by Dr. Daniel B. Hess. The University at Buffalo through the University of Tartu. The University of Tartu, established in 1632, is the oldest, largest and only classical university in Estonia. Instruction occurs through the Centre for Urban and Migration

Studies, a leading eastern European hub of urban research. Students use Tartu and Tallinn, Estonia as living laboratories for the study of architecture, city planning, and international urban issues.

II.3 Evaluation of Preparatory Education

Since the last NAAB team visit, the department has begun a three-year rolling process of auditing incoming articulation programs to ensure that courses transferred meet NAAB SPC. This process is ongoing and redoubles our efforts to ensure rigor and quality control over the B.Arch. program above and beyond the typical portfolio review required for acceptance (or in the case of transfer students, placement) into the program. Like peer institutions, transfer applicants are now being asked to provide detailed syllabi (in addition to required transcripts) to ensure compliance and consistency with equivalent courses in the Alfred State College B.Arch. curriculum.

These efforts are in addition to the case-by-case articulation review for each and every transfer student.

The following table indicates the status of incoming articulation agreements (and the scheduled audit dates for each.) All AY 15-16 Programs have been audited (A) other years are planned (P). X indicates that the agreement is in place.

Incoming Articulation Agreements

	AAS ID	AAS AT	BS AT	B.Arch.
Erie CC			X	A 15-16
Finger Lakes CC			X	P 16-17
Hudson Valley CC			X	A 15-16
SUNY Orange			X	P 16-17
SUNY Delhi			X	A 15-16
SUNY Morrisville			X	P 17-18
Onondaga CC			X	P 16-17
Dutchess CC			X	P 17-18

Alfred State College also engages in outgoing articulation agreements, primarily with our AAS programs in Interior Design, but a new articulation agreement between SUNY ESF and Alfred State College is in development that will be offered to BS-Architectural Technology students. As envisioned, this program would allow for dual enrollment and seamless transfer of students accepted at Alfred State College to complete the B.S. degree and then continue to ESF to earn a Master's degree in Landscape Architecture. This agreement is currently in development and is expected to become part of our 2017 review of the BS-Architectural Technology curriculum.

Outgoing Articulation Agreements

	AAS ID	AAS AT	BS AT	B.Arch.
University at Buffalo	B.A.E.D.			
Villa Maria	B.S. Interior Design			
SUNY ESF			In Development	

II.4 Public Information

Please see specific area for links. All links are provided in <>, clickable format.

III.1.1 Annual Statistical Reports

A link to the 2015 ASR can be found online at <https://www.dropbox.com/s/348iahxddq25pzy/NAAB_AR_S_Part_1_SUNYCollegeofTechnologyatAlfredState_2015.pdf?dl=0>

III.1.2 Interim Progress Reports

Will be provided by the NAAB.

Section 4. Supplemental Material

The program shall provide a number of documents for review by the visiting team.

Rather than being appended to the APR, they are to be provided by hyperlink or stored on an easily accessible digital portal (e.g., Dropbox). Many of these materials will be reviewed by the team in advance of the visit.

- Descriptions of all courses offered within the curriculum of the NAAB-accredited degree program. The program must use the template available on the NAAB [website](#). Course descriptions/syllabi are available online at <https://www.dropbox.com/sh/kx7spfo8xzvrq0l/AAe2wt8wzL5wZU1xf_13SZta?dl=0>
- Studio Culture Policy is available online at <<https://www.dropbox.com/s/jjds5a3918t4oxz/Studio%20Culture%20Policy.pdf?dl=0>>.
- Self-Assessment Policies and Objectives can be found online at: <<https://my.alfredstate.edu/assessment/assessment-process>>. Resources for faculty and staff regarding assessment can be found at: <<https://my.alfredstate.edu/assessment/assessment-resources>>, in addition to the (at least twice annual) training during Professional Development Weeks at the beginning and end of each academic semester. Information regarding general education assessment can be found at <<https://my.alfredstate.edu/assessment/general-education>>. An archive of internal 5-year program reviews can be found at: <<https://my.alfredstate.edu/assessment/five-year-reviews>>.
- Policies on academic integrity for students (e.g., cheating and plagiarism) The academic integrity code can be found at: <<http://www.alfredstate.edu/academic-integrity-code>>, General policies regarding academic procedures can be found at: <<http://www.alfredstate.edu/academics/academic-regulations>>
- Information resources policies including collection development. This information is provided above in Section I.2.4 Information Resources.
- The institution's policies and procedures relative to EEO/AA for faculty, staff, and students can be found at: <<http://www.alfredstate.edu/student-life/center-for-equity/title-ix>>.
- The institution's policy regarding human resource development opportunities, such as sabbatical, research leave, and scholarly achievements. This information is provided above in Section I.2.1 Human Resources and Human Resource Development.
- The policies, procedures, and criteria for faculty appointment. , in addition general information is available on the Alfred State College HR website at: <<https://my.alfredstate.edu/administrative-affairs/office-of-human-resources>>.
- Policies and procedures, for promotion, and when applicable, tenure. <<https://my.alfredstate.edu/node/1695>>

List of Acronyms Used in This Report

AACT	Academic Affairs Collaborative Team, formerly Academic Affairs Leadership Team
AY	Academic Year
CIVL	Course Prefix for Civil Engineering Technology Department at Alfred State College
CSLO	“Course Student Learning Outcomes”
FNAT	Course Prefix for Fine Art Department at Alfred State College
PSLO	“Program Student Learning Outcomes”
SAMET	School of Architecture, Management, and Engineering Technology
SET	“Engineering Technology” Building
STRATCOM	Acronym for “Strategic Planning Committee” but has become the on-campus shorthand for all campus-wide strategic efforts.
SCUP	Society for College and University Planning
SUNY	State University of New York